DOCUMENT RESUME

ED 393 494 JC 960 193

AUTHOR	Barnett, Lynn
TITLE	A Climate Created: Community Building in the Beacon College Project.
INSTITUTION	American Association of Community Colleges, Washington, DC.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
REPORT NO	AACC-1389; ISBN-0-87117-294-1
PUB DATE	95
NOTE	97p.; Document contains colored text and pages which may not reproduce well.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Community Colleges; Community Development; *Community Education; Community Involvement; Community Leaders; *Community Programs; *Community Services; Educational Objectives; Outreach Programs; *Partnerships in Education; Program Development; *School Community Relationship; Two Year Colleges
IDENTIFIERS	*American Association of Community Colleges; *Beacon College Projects

ABSTRACT

From 1989 to 1995, the American Association of Community Colleges implemented the Beacon College Project to help community colleges develop creative and practical community-building strategies through collaborative initiatives. This report reviews the philosophy behind the project and describes goals and outcomes for the 26 institutions selected as primary Beacon colleges. Following introductory materials, including a map of project locations and a brief description of the project mission, is an overview of project outcomes, indicating that the 26 Beacon colleges engaged nearly 600 institutions, including 250 community colleges, in community-building efforts in 36 states and leveraged approximately $7 million in Beacon funds. This section also reviews key factors in community building. The next three sections describe Beacon initiatives for community building in the classroom, highlighting efforts related to teaching and learning, international education, and technology; in the college, focusing on diversity, leadership, and assessment; and in the community, reviewing school partnerships, workforce partnerships, and service learning. Following conclusions and recommendations from the project, the initiatives, successes, and resulting spinoff programs are described for the 26 Beacon colleges, including programs promoting peer-assisted learning, intercultural awareness, academic and business partnerships, ethics, hazardous materials technology, international education, leadership, multimedia technology, literacy, at-risk student intervention, student diversity, and child development training. (Contains a list of 66 selected readings and an index of colleges. (TGI)

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A CLIMATE CREATED: COMMUNITY BUILDING IN THE BEACON COLLEGE PROJECT

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A CLIMATE CREATED: COMMUNITY BUILDING IN THE BEACON COLLEGE PROJECT

by
Lynn Barnett

A project of the
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AACC/W. K. KELLOGG FOUNDATION
BEACON COLLEGE PROJECT
1989–1995

Lynn Barnett, Project Director
Desktop Design, Publication Design

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Printed in the U.S.A.
ISBN 0-87117-294-1
AACC #1389

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TABLE OF CONTENTS

Acknowledgments iii
Preface v
Beacon College Project Locations vi
A Climate to Be Created 1
The Mission 2
Building a Community 4
What Happened 4
What Made It Happen 4
What's a "Beacon"? 5
Key Factors in Community Building 7
DO 7
DON'T 7
Things That Help 7
Selected Beacon Outcomes 7
In the Classroom 8
Teaching and Learning 8
International Education 10
Technology 11
In the College 12
Diversity 12
Leadership 13
Assessment 14
Into the Community 15
School Partnerships 15
Workforce Partnerships 17
Service Learning 18
AACC Service Learning College Participants, 1995–1996 19
Conclusions & Recommendations 20
Beacon Projects 1989–1995 22
Class of 1992 22
Class of 1993 22
Class of 1994 22
A Climate Created: Beacon College Projects 23
Student Catalyst Program: Peer Assisted Learning (PAL)
American River College 24
Promoting Intercultural Awareness and Understanding Among Maryland Community Colleges *Baltimore City Community College* . 26
Kids for College and Kids for CHAMPIONS: A Community of Hope
Calhoun State Community College 28
Building Partnerships with Agencies and Employers to Help High-Risk Students Succeed *Chemeketa Community College* 30
FACT (Faculty Access to Computer Technology) Project
College of DuPage 33
Students with Education and Experience (SEE)
Collin County Community College 35
Ethics-Across-the-Curriculum *Community College of Aurora* 37
Hazardous Materials Technology Assistance Program
Front Range Community College 40

Building an Academic Partnership
Houston Community Colleges 42
Building Community for an Interdependent World among Michigan Community Colleges
Kalamazoo Valley Community College 44
Beyond the Classroom:
International Education in Community Colleges
Kapi'olani Community College 46
A Leadership Academy for Kentucky's Community Colleges
Kentucky Community College System 48
Developing Winners in Our Communities:
Partnerships for At-Risk Students in Urban/Rural Schools
Lake Michigan College 50
Urban Education Coalitions
Maricopa Community College District 52
The Undergraduate Experience:
Massachusetts Community Colleges Building Community by Assessing the Outcomes
Massachusetts Bay Community College 54
Building a Community of Diverse Leadership:
Clearinghouse for Exemplary Practices in Leadership Diversity
Metropolitan Community College 56
Building Community in the Classroom through Multimedia Technology in Feeder High Schools
Miami-Dade Community College-Kendall 58
Regional Orientation and Leadership Training Network for Language Minority Students at New Jersey Community Colleges
Middlesex County College 60
Determining the Community College's Effectiveness:
Developing Community Specific Models
Midlands Technical College 62
Critical Literacy Institute
Oakton Community College 64
The Community of the Future Is the Classroom of Today: Using Classroom Assessment Techniques for Pro-Diversity Strategies
Rio Hondo College 66
Recognizing Scholarly Activity by Honors Students:
Regional Conferences *Rockland Community College* 68
Building Community Through Student Diversity: Connecting Non-Traditional Students to Their Learning Communities
St. Louis Community College at Meramec 70
Child Development Training Consortium
San Juan College 72
College Success Network:
Building Community Through Extended Orientation
Santa Fe Community College 75
Development of a Comprehensive In-Progress and At-Exit Assessment Program
Sinclair Community College 77
Selected Readings 79
Index 83

ACKNOWLEDGMENTS

The Beacon College Project would not have been possible without the vision and leadership of the members of the AACC Commission on the Future of Community Colleges. Their recommendations guided the project's design and stimulated creative thinking at both local and national levels.

Sincere thanks are extended to chairs:

Nancy Kassebaum, Ernest Boyer, and Jack Peltason,

and to members:

Harold Albertson
Patricia Cross
Wilhelmina Delco
Nolen Ellison
Paul Elsner
Marvin Feldman
Alfred Fernandez
Jan LeCroy
Frank Newman
Wayne T. Newton
Terry O'Banion
David Pierce
David Ponitz
George Potter
Beverly Simone
Joyce Tsunoda
Larry Tyree
James Wattenbarger

The project also would not have been possible without the dedication of specific individuals at the Beacon Colleges. Thanks to all the Beacon College project directors who made this six-year building communities initiative so successful, and who contributed information for this book:

Joseph Barillari, College of DuPage
Libby Bay, Rockland Community College
Janet Beauchamp, Maricopa Community College District
David Beers, San Juan College
David Boon, Front Range Community College
Carol Brown, Houston Community Colleges
Delinda Cannon, Midlands Community College
Allan Edwards, Lexington Community College
Barbara Eubanks, Collin County Community College
Bob Franco, Kapi'olani Community College
Amie Goodwin, Massachusetts Bay Community College
Chris Hamilton, Calhoun Community College
Eileen Hansen, Middlesex County College
Nancy Hazelton, Rockland Community College
Bob Kahn, Rockland Community College
Charmaine Kibler, Lake Michigan Community College
Cliff LeBlanc, Santa Fe Community College
David Lisman, Community College of Aurora
Sharon McCuen, American River College
Elizabeth Mahony, St. Louis Community College at Meramec
Dawn Marges, Chemeketa Community College
Gary Mitchner, Sinclair Community College
Chris Neilsen, Chemeketa Community College
James Patterson, Southeast College
Nancy Reitz, American River College
Alan Rubin, Oakton Community College
Leonard Seawood, Lake Michigan College
Carol Sigala, Rio Hondo College
Mary-Margaret Simpson, Metropolitan Community College
Lynn Smith, Metropolitan Community College
Marjory Stewart, Massachusetts Bay Community College
Roberta Stokes, Miami-Dade Community College-Kendall
Richard Storinger, Oakton Community College
Theo Sypris, Kalamazoo Valley Community College
Elizabeth Warbasse, Baltimore City Community College

Others at the colleges who contributed materials include journalists Ed Castro, Rio Hondo College; Honey Ferguson, Decatur, Georgia; and Joann Phillips, Lake Michigan College.

The importance of the Beacon Associate Colleges cannot be understated, and the contributions of project coordinators at more than 200 community colleges are gratefully acknowledged. Their names appear with the Beacon project descriptions in this book.

AACC extends special acknowledgement for the leadership of community college presidents who are no longer affiliated with their Beacon Colleges:

Bob McCabe, recently retired from Miami-Dade Community College;
Anne Mulder, who retired from Lake Michigan College, and
Alex Sanchez, who guided Rio Hondo College's Beacon efforts and is now president of Albuquerque Technical-Vocational Institute.

Within AACC appreciation goes to **David Pierce, Dale Parnell,** and **Jim Gollattscheck** for their leadership, and to many past and present staff members for their contributions:

Michael Bourque
Kara Cvancara
Jeff Dayton
Allan Jimenez
Norma Kent
Jim Mahoney
Jack McGill
Jim McKenney
Charice Morgan
Jacci Newton
Monica Pilkey
Margaret Rivera
Mary Ann Settlemire

And finally, we offer genuine gratitude and appreciation to the **W. K. Kellogg Foundation,** particularly **Jack Mawdsley,** for his generosity in supporting this major initiative. Their commitment to community colleges was unflinching. Their willingness to let AACC and our colleges be creative—to change our minds and to stretch in new directions—led to new partnerships and new communities. They recognized that community building takes both time and personal connections. Without that, we would never have seen many of the remarkable outcomes of the Beacon College Project.

Lynn Barnett
Director of Community Development
American Association of Community Colleges
Washington, DC
October 1995

PREFACE

America's community colleges are often called the "people's colleges." As such, they have played and will continue to play critical roles in their local communities in terms of their services to students, services to business and other employers, and especially their partnerships with other community organizations. Because service to the community is an important part of their institutional missions, they have great potential as community builders.

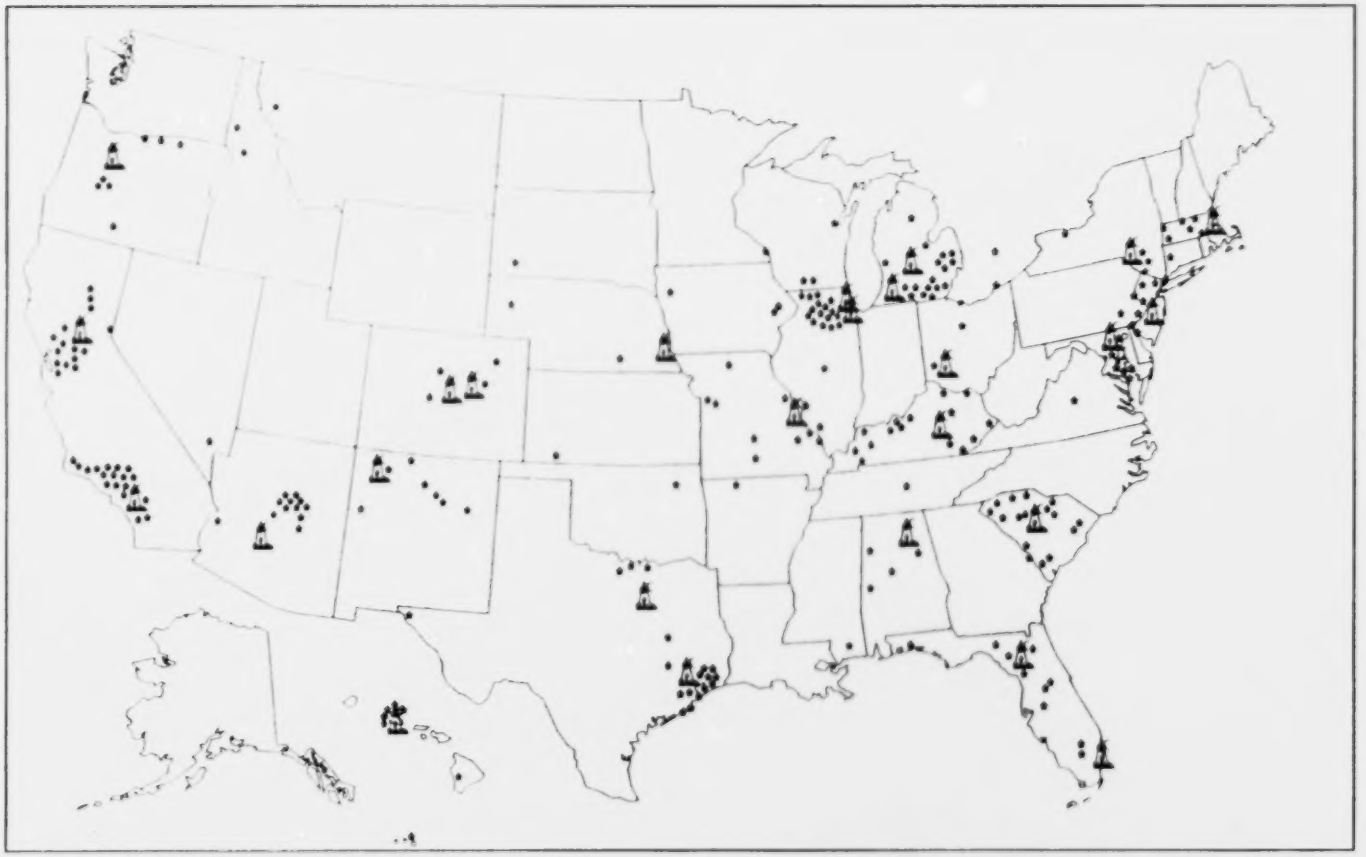
It is no surprise that community colleges throughout the country have embraced the challenges spelled out in *Building Communities: A Vision for a New Century*, the report of the Commission on the Future of Community Colleges. Its recommendations were clear and they made sense. Many colleges used the report as a guidepost for planning their own future direction internally and externally.

Thanks to a generous grant from the W. K. Kellogg Foundation, more than 250 community colleges were able to participate in a very special project that was designed to help them implement community-building strategies. The AACC/Kellogg Foundation Beacon College Project proved that all types of colleges in a wide variety of towns and cities can provide uncommon leadership in developing thoughtful, creative, and practical programs to help people and organizations work together.

It is difficult, in a simple monograph, to do justice to a hugely successful collection of programs and changes in ways of thinking that involved so many colleges over a six-year period. Nevertheless, with deep gratitude to the W. K. Kellogg Foundation, this report summarizes the Beacon College Project. We hope that it will inspire its readers to think about new ways to build their own communities.

David Pierce
President
American Association of Community Colleges
October 1995

BEACON COLLEGE PROJECT LOCATIONS



A CLIMATE TO BE CREATED

THE MISSION

The Commission on the Future of Community Colleges set the stage: community colleges are about community building. They *are* the community. In its 1988 landmark report, *Building Communities: A Vision for a New Century*, the Commission put forth the theme for the next decade.

Most importantly, the Commission set a tone. It defined "community" as "a climate to be created."

Building Communities emphasized the need for community building within and outside the college. It suggested nearly 100 ways to build community and to create a *climate* of community. With the generous support of the W. K. Kellogg Foundation, AACC initiated the Beacon College Project in 1989 to implement the Commission's recommendations.

The notion was to let good ideas "shine" and to create new community coalitions. In three national competitions, 26 community colleges were selected as "beacons," agreeing to collaborate with Associate Colleges on specific community-building projects. Some projects targeted the college classroom community; others looked at the campus community or the community beyond the campus. Some adapted existing programs in new places, like the international student orientation program; other colleges collaborated with others to implement new ideas, such as the student scholars conferences.

Their collective story and some of their individual stories, which often intermingle, are in the pages that follow.

> "... the theme 'Building Communities' [should] become the rallying point for the community college in America ..."
>
> AACC Commission on the Future of Community Colleges

The project continually developed creative tension. Out of that were born many new, exciting projects, systems changes, and ideas. Perhaps, in the end, that was the most truly unifying element . . . that [the colleges] would opt for the discomfort of change, rather than the equilibrium of the status quo.

—Beacon project director

BUILDING A COMMUNITY

WHAT HAPPENED

By the end of the project's six years, the 26 Beacon Colleges had engaged nearly 600 institutions—including 250 community colleges—and some 130,000 individuals in 36 states in the Beacon College Project. The $1.7 million Kellogg grant has leveraged more than $7 million in local communities. In community colleges across the nation and beyond, the word "beacon" has come to refer to any number of local community-building programs, from student tutoring or student scholar conferences to service learning, civic responsibility, and multimedia instruction.

Community colleges across the country championed the Commission's notion of community as climate. Many in the Beacon project also saw it manifested as a climate of problem-solving. The colleges tackled serious problems like school dropouts and citizen apathy. The Beacon project not only supported "official" grant activities, but it also spawned countless others in hundreds of communities.

WHAT MADE IT HAPPEN

Beacon leaders who were sharply distinct from each other in philosophy and geography grew passionate about their collective mission. As a group they embodied the purpose of the project: to create community through collaboration, shared vision, and meaningful activities. They became a community. Again and again, they came back to the importance of personal connections, of the human touch. They acknowledged the significance of that touch equally in computer technology and in Native American storytelling. A Samoan concept—to "suspend judgment"—was offered as a cornerstone of community building.

The Beacon Profile

130,000 people

600 institutions

36 states

$7 million leveraged

All in all, there was a sense of significant contributions. Experiences in one project affected the direction of another. As Beacon project directors reflected on their accomplishments—and their challenges—whole new initiatives came alive.

> Community should be defined not only as a region to be served, but also as a climate to be created.
>
> *Building Communities*, p. 3

Intellectual cross-fertilization became the norm in the Beacon experience. A project for displaced workers in Oregon and after-school youth mentoring projects in Michigan and Texas influenced the direction of services in Colorado at the abandoned Lowry Air Force Base. Tips on coalition building from an Arizona Think Tank led to the establishment of a similar organization in Alabama. Projects in California, Hawaii, and New Mexico led to new ways of thinking about culture in any community.

In a series of gatherings over a three-year period, Beacon leaders thoughtfully considered what had led to the overall success of the projects. Several "C" words surfaced—cooperation, communication, collaboration, connections, creativity. Throughout the discussions other key factors emerged whose value cannot be overestimated: the freedom to be flexible and innovative and to take advantage of unforeseen opportunities, willingness to take risks, and, especially, person-to-person contacts.

All in all, Beacon leaders saw their collective projects as examples of new ways of thinking, of ways to build citizen participation, of creating community systems. They believed the horizontal approach to building communities of people was key. It was buy-in at the personal level, not merely directives from higher up an institutional hierarchy, that made projects succeed.

This was a unique experience in my community college career—exceptionally creative, stimulating, fruitful, and fun.
—Beacon project director

Collaboration works . . . an open-minded framework should not be so hard to do in the world.
—Beacon project director

WHAT'S A "BEACON"?

- ❑Peer tutor
- ❑Multicultural training
- ❑An international consortium
- ❑Service learning
- ❑International student orientation program
- ❑Mentor to a sixth grader
- ❑Leadership training
- ❑Urban education coalitions
- ❑A college assessment tool
- ❑Multimedia instruction
- ❑Core curriculum
- ❑Head Start teacher training
- ❑Critical literacy
- ❑Student scholars conferences
- ❑Freshmen orientation
- ❑Institutional effectiveness
- ❑Diversity leadership
- ❑Hazmat training
- ❑Dropout prevention
- ❑Computer bulletin board and database
- ❑Civic education
- ❑Displaced worker training

The impact that each project has had on the others is critical.

Beacon has moved local issues into a global context.

Once projects took root, many other activities developed.

—Beacon project director

We have found friendship and support, widened our circle of resources, and solved inevitable problems through collective efforts.

—Beacon project participant

The "beacon" study groups have spread to all freshman classes. Most students don't know the origin of the "beacon" name, just that it means success.

The bringing together of people . . . was valuable and seeds were planted that may produce greater results down the road.

—Beacon project director

(a compilation of suggestions from Beacon participants)

DO

- Create a vision and build consensus
- Assume leadership
- Build partnerships
- Maintain personal communication
- Share duties; involve everyone
- Remember people skills
- Be flexible
- Listen
- Maintain trust
- Educate each other
- Share resources
- Plan for quality and be accountable
- Find common denominators
- Respond to opportunity
- Remember politics
- Respect diversity
- Acknowledge the collaborative process
- Know the rules
- Take risks
- Take advantage of dumb luck
- Celebrate

DON'T

- Forget the importance of timing
- Try to be all things to all people
- Use concepts without the context of "community building"
- Jeopardize established communication channels
- Assume people remember schedules
- Assume people will use resources they already know about
- Overextend individuals or institutions.
- Assume 100% of program responsibility
- Set too many objectives that don't reflect available budget
- Get discouraged
- Give up

THINGS THAT HELP

- Face-to-face meetings
- Travel assistance
- Financial stipends
- Training sessions
- Workshops
- Newsletters
- Mail—regular and electronic
- Collaborative products
- Site visits
- Varying meeting sites
- Partnerships
- Advisory groups
- Food
- Celebrations
- The personal touch

Never underestimate the power of food to bring people together.
—Beacon project directors

SELECTED BEACON OUTCOMES

In the classroom

National service learning program

State-supported student tutoring

Transformed curricula

Instructional software

In the college

Statewide entrance/exit exams

National assessment/quality conferences

Statewide assessment network

Statewide student orientation program

Training center for international curriculum development

In the community

Family service center at former military base

Community coalitions

Adopt-a-school programs

IN THE CLASSROOM

TEACHING AND LEARNING

Teaching and learning are at least partially about resources and thinking. Rio Hondo College and other California colleges trained faculty to think of course content differently, to ensure that diverse viewpoints and life experiences were represented, to be inclusive.

> At the center of building community there is teaching.
>
> *Building Communities*, p. 7

At Rockland Community College teaching and learning took front stage, literally, in student scholars conferences as honors students presented scholarly papers and participated in an academic competition with their peers. In Maryland, Baltimore City Community College and its consortium developed library and other resources for multicultural courses, trained faculty and staff in conflict resolution, and helped allied health faculty infuse diversity into the curriculum. Front Range Community College provided instructional materials and training opportunities for environmental technology programs across the country.

> We urgently recommend that the transfer function of the community college be strengthened.
>
> *Building Communities*, p. 37

English and history faculty teams from the Houston Community Colleges spent months together to transform specific core courses. They improved student learning by strengthening course content and by encouraging collaborative learning. The effort would help at-risk students transfer successfully into baccalaurate programs.

It could be assumed that teaching and learning at a community college inspires students to make intellectual connections with their local community. After all, community college students are for the most part from the local community. They have a vested interest in its well-being. Critical thinking of a special sort occurred in the ethics-across-the-curriculum activities in the Community College of Aurora project. Faculty were able to enliven their courses with lively discussions of real-world situations. Students learned to reflect on their own responsibility as citizens as they studied ethical issues in courses ranging from business law to education.

> The theme "Building Communities" is applied most appropriately to the classroom. Where intellectual and social relationships strengthened and where teachers and students can be active partners in the learning process.
>
> *Building Communities*, p. 25

In another approach to student success, students and faculty together created American River College's peer tutoring and mentoring program for at-risk math and science students. Faculty mentor student learning assistants who in turn tutor classmates. Feelings of community were accompanied by dramatic improvement in student achievement, and one student has called the project "a real ego-booster."

Good teaching calls for a climate in which students are encouraged to collaborate rather than compete.

Building Communities, p. 8

All community college students should become proficient in the written and spoken word.

Building Communities, p. 15

Faculty at Oakton Community College's Critical Literacy Institute wrangled with ways to teach students to read, write, and think more carefully. In the process, they began to wonder about factors that might make a person more inclined to *want* to be critical readers, writers, and thinkers. Some interesting research is now underway.

The Native American story-telling tradition was the source of San Juan College's use of stories and portfolios in developing a "tool kit" of print and video products for early childhood educator instructors. Woven through the materials is an assumption that effective learning is active and collaborative.

What started as an academic curriculum project turned into bridge-building among schools and individuals. —Beacon project director

[The Beacon project taught] important lessons about student learning, both inside and outside the classroom. —Beacon College president

It's students helping students. Everybody's interacting. —Student

[Collaborative learning] gave another perspective to problem solving. —Student

The Beacon experience transformed people's work lives. —Beacon project director

INTERNATIONAL EDUCATION

Community colleges have an urgent obligation to keep students informed about people and cultures other than their own. . . . In the century ahead, parochialism is not an option.

Building Communities, p. 31–32

The Beacon project saw some strong leaders develop in the area of international education. Kapi'olani Community College took advantage of its home culture in Hawaii and its natural inclination toward multicultural thinking and learning to lead a consortium of colleges from the Pacific to the mainland Midwest. The collaboration of this diverse group of institutions resulted in products and processes to internationalize curricula, to develop exchange programs, and to expand foreign language instruction. Later on the east coast, Baltimore City Community College was able to draw from Kapi'olani's Asian Pacific resources to augment its multicultural teaching collections.

Kalamazoo Valley Community College, which was a member of Kapi'olani's Beacon consortium, later became a Beacon College in its own right. Its Michigan-based Midwest Institute for International Studies and Foreign Languages—an outgrowth of the Kalamazoo project to involve faculty in internationalizing their instruction—now claims more than 70 community college members.

All students should learn about the human heritage and the interdependent world in which they live. The core curriculum [should] contain an international perspective, including a study of nonwestern cultures.

Building Communities, p. 15, 19

The most important outcome is the vast network of colleges—from the People's Republic of China to Kalamazoo—that we now can connect through curriculum development and language training and through the Internet. The technology came along at an ideal time . . .

—Beacon project director

It is important for us to keep in mind changes occurring within the international community.

—Beacon participant

TECHNOLOGY

Technology is not just for "techies" anymore. Several Beacon projects, including those led by traditional liberal arts faculty, adventured into electronic networks to communicate with far-flung consortium members. Not all were successful in those early days of the Internet, but the fact that the forays were even attempted by nontechnical folks indicates the spirit of adventure and creativity that accompanied most of the Beacon activities. Two colleges, however, focused their work on technology itself.

> "Technology is an important tool for teaching and learning. The goal should be to use technology as a means, not an end.
>
> *Building Communities*, p. 27, 28

The College of DuPage consortium concentrated on helping faculty identify, evaluate, and use instructional technology. They built a user-friendly database of information on computer software, hardware, and literature; and they created a computer bulletin board to help faculty share information and ideas. They kept the human touch with lots of hands-on training. At Miami-Dade Community College's Multimedia Institute, Beacon project instructors trained college and high school faculty to develop their own high-tech instructional materials. Poetry came alive, for example, when the spoken word was accompanied by video images that illustrated the subject on a compact disc. The technology helped teachers entice their students into becoming active learners.

The [teachers] realized that it is not necessary for them to be programmers in order to integrate multimedia instruction into their courses. They are no longer intimidated by this technology. —Beacon participant

We started with a few teachers and let technology spread as teachers saw the excitement and student learning. —Beacon participant

It was nice to learn about computers where they didn't play 'gotcha'. —Beacon participant

Ten percent of the faculty will never touch a computer; ten percent hardly touch anything else. It's that eighty percent in the middle who will make [computer-assisted instruction] go. —Beacon participant

[Technology] has opened the doors for faculty in some areas to interdisciplinary approaches to the curriculum. —Beacon participant

---

IN THE COLLEGE

DIVERSITY

The projects at Rio Hondo and Baltimore City, while stressing the need to diversify the curriculum, in fact emphasized the need for colleges to be places of *inclusion*, places where individuals of all ages and groups not only are welcome but also are invited to contribute. The Metropolitan Community College project's concept of "leadership diversity" echoed similar themes.

A practical solution to the problem of student segregation by ethnic group was adopted by Middlesex County College. To improve international students' retention at the college, a special weekend orientation program was developed to help students connect better with the college, become active members of the campus community, and succeed academically. Participating faculty became sensitive to cultural issues that affect learning. Student success was also the theme of the Beacon project led by Santa Fe Community College. Faculty, counselors, and other staff collaborated to conduct an effective semester-long orientation program for new students. The model was adapted at nearly all the other Florida community colleges.

> The community college has a special obligation to break down separation based on age, race, or ethnic background.
>
> —*Building Communities*, p. 31

> Every college should develop a comprehensive First Year Program with orientation for all full-time, part-time, and evening students.
>
> —*Building Communities*, p. 11

The common thread in these and other Beacon projects is the acceptance of a broadened, inclusive sense of community in the community college.

> For the community college, more creative ways must be found to extend the discourse, build relationships, and stir a spirit of shared goals.
>
> —*Building Communities*, p. 30

LEADERSHIP

Creating structure, creating mentoring activities, and consciously trying to remove the glass ceiling are all important in getting a good leadership team.

— Beacon college president

The question of leadership training was tackled head-on by the community college system in Kentucky. Its Leadership Academy, which helps get more people including women and minorities into the adminstrative pipeline, got off the ground with the Beacon grant. At the same time, the Beacon consortium led by Metropolitan Community College called on college leaders to contribute to a positive campus climate and to build leadership teams that reflect today's multicultural realities. Leadership clearly was a crucial component of all the Beacon projects, but these were the ones that focused on it as a goal.

Kentucky's Leadership Academy Summer Institute at Shaker Village in Pleasant Hill develops up-and-coming community college leaders. Participants spend four days, 7:30 A.M. until midnight, exchanging ideas and networking with college presidents and other interns.

Building community requires creative leaders.

Building Communities, p. 11

The price of failure is the breakdown of our society. The reward for success is a rich culture and life we can't even imagine.

—Beacon college president

A critical task of leadership is evaluation. What can be done to improve student outcomes and the effectiveness of the institution?

Building Communities, p. 47

ASSESSMENT

Assessment activities ought not to be undertaken lightly, and they were not. Sinclair Community College and its associates tackled the ambitious task of developing in-progress and at-exit assessment methodologies to gauge student achievement in a variety of disciplines. Sinclair became a clearinghouse for assessment information and a leader in the quality movement. Led by Massachusetts Bay Community College, many colleges in Massachusetts gained widespread support for assessment among trustees and others and instituted, among other things, mandatory statewide assessment of students. A significant statewide initiative also appeared in South Carolina, where assessment models suitable for urban or rural colleges were developed. Using small grants for pilot projects, Midlands Community College encouraged others in the state to develop various models for measuring institutional effectiveness. Each of these projects resulted in strong networks of leaders with expertise in assessment.

An offshoot of the Beacon project at Sinclair Community College is The Quality Institute, a national conference on the quality movement in the two-year college. It brings together the Beacon affiliates as well as experts in the field.

"The most important outcome was consciousness-raising—assessment is more than a 'test'"

—Beacon project director

"There is a new sense of sharing, that we are in this together. This new consortium provides a network for sharing, a systematic way of working together to get the job done."

—Beacon project director

SCHOOL PARTNERSHIPS

College-school partnerships to help youth stay in school were particularly successful during the Beacon project, and most of the activities are continuing. Lake Michigan College is seeing the fruits of its effort as sixth-grade students "adopted" by the college in 1987 are now attending the college on scholarships made possible by strong community support. An annual auction to raise the scholarship money has became a social highlight, and yearly increases in revenue resulted in the birth of a community foundation that helps support the scholarship and mentoring program, modeled after the "I Have a Dream" Foundation. Similarly, Alabama's Calhoun State Community College also focused its efforts on the dropout problem and initiated an enrichment program for sixth graders. Now in the eleventh grade, many of the youth still have the same faculty, staff, student, or community mentors.

Two other Beacon groups targeted school partnerships on teaching and learning. St. Louis Community College at Meramec's coalition of 11 community colleges and eight middle and secondary schools invigorated instructors and helped students learn better by becoming active learners. Using some of the same strategies that guided other Beacon projects, Meramec's participants taught and learned classroom assessment techniques, critical thinking, and collaborative learning. Miami-Dade Community College and its associates reached out to high school classrooms by training feeder high school teachers to use multimedia instruction in their courses.

> Rebuilding public schools is an urgent obligation facing the nation, and the community college has a crucial role to play.
>
> *Building Communities*, p. 36

> "The community college, through collaboration, can reaffirm its mandate to respond to local needs."
>
> *Building Communities*, p. 35

Lake Michigan College established a Community Leadership Academy to build a new stream of local leaders. The Academy incorporates team building and requires team projects, 90 percent of which are geared toward youth in the community.

If you get an education, you're almost guaranteed to have a better life.
—Beacon mentor

What was an idea of something we might want to do has become something we are going to do.
—Beacon project participant

In the Dallas area, Collin County Community College shared with associates its award-winning cooperative education-based program, which relied heavily on collaborative partnerships with employers. The Students with Education and Experience program provides work-based learning opportunities, mentoring, and enrichment and counseling opportunities for high school students. Maricopa County Community College District, taking advantage of its experience with the Phoenix Think Tank, trained other urban colleges in the process of community coalition building for systemic educational reform. School and neighborhood partnerships are key to those coalitions.

In a single day all 1,800 of the public school seventh and eighth graders visited participating colleges in Kalamazoo, Michigan's Academic Partnership. Science demonstrations, Policy Academy exercises, health career activities, and laser tracking of rock music gave the youth an unexpected view of campus life. Ninety percent later said they intended to go to college.

We were able to reach out and bring secondary students to our campuses, to break down barriers, and change the thinking of students who thought they couldn't do it, couldn't make it.
—Beacon project director

This kind of program motivates children by giving them the expectation to succeed and long-range goals to shoot for.
—Beacon mentor

[College] seems like fun, and I feel better about going.
—Alabama sixth-grader

Collaborations with
employers
industries,
businesses, public
employers, and
organized labor
groups for the
training of the
workforce and the
economic
development of the
community are
among the most
important recent
developments in the
community college
movement.
Building Communities, p. 18

WORKFORCE PARTNERSHIPS

Workforce partnerships developed in both narrow and broad directions. Front Range Community College made the most of its track record in environmental technology, particularly hazardous materials technology, and struck out to provide technical assistance to other colleges in this burgeoning occupational area. Many colleges began or strengthened their training programs for occupational health and safety compliance officers.

Taking a big-picture approach to workforce and community needs, Chemeketa Community College worked with other Oregon institutions to do something about the growing unemployment in the area. The Beacon effort at Chemeketa included programs for dislocated workers and programs to free families from welfare. Students mainstreamed into campus-wide services and instructional programs showed high levels of success in getting back into the workforce.

> [The Beacon project] has made possible a whole new way of partnering with the community to serve people who have special barriers to college success. The project has brought us much closer to our communities.
>
> —Beacon project director

Community colleges
also should expand
and improve
Outreach Programs
for Adults,
sponsoring projects
designed to reach
displaced workers,
single parents, adults
in transition to
federal jobs,
[illegible]
p. 11

SERVICE LEARNING

Education for citizenship must become a lifelong process. The vision of service as consistent with the community college tradition and is directly linked to the building of community.

— *Building Communities*, p. 23, 32

The ethics-across-the-curriculum project at the Community College of Aurora underscored the need to address issues of civic responsibility. As faculty added ethical deliberations and community service to their regular courses, the rights and responsibilities of citizenship became more real to students. And so did the connections between college and community. Later, when the college took over part of the closed Lowry Air Force Base near Denver, it applied much of what had been learned during the Beacon years. Some of the service learning efforts include a strong mentoring program with the Aurora Public Schools.

The Beacon project at the Community College of Aurora stimulated interest in service learning as both a teaching method and as an effective mechanism for community building. The success at Aurora, Hagerstown Junior College, and Piedmont Virginia Community College led in 1994 to the AACC Service Learning Colleges Project, a *Learn and Serve America* project supported by the Corporation for National and Community Service. Eleven colleges, assisted by a mentor team that includes four former Beacon project leaders, are implementing programs that involve students in service projects such as environmental cleanup, elementary school tutoring, nursing home companionship, and community health services. In their start-up semester, the initial eight colleges had 700 participants and offered service learning options in courses from anthropology to respiratory therapy; by the second semester the numbers had nearly doubled. The project also established a Service Learning Clearinghouse at AACC and resulted in collaborative programs with the American Association of Community Colleges and the Campus Compact Center for Community Colleges.

Students in the automotive mechanics technology program at Honolulu Community College introduced a special community service project called "Taking Care of Your Car." Geared especially to women and senior citizens, it wildly exceeded expectations. The time allotted was often doubled. The college's culinary arts students got into the act by providing refreshments for the classes. Back in the classroom, they reflected on what they had learned about their community and their ability to contribute.

Service can change us from a nation of taxpayers to a nation of citizens.

— Donna Shalala, Secretary of Health and Human Services

All community colleges [should] encourage a service program with clearly stated educational objectives.

Building Communities, p. 33

AACC SERVICE LEARNING COLLEGE PARTICIPANTS, 1995–1996

Albuquerque Technical-Vocational Institute, NM**

Alpena Community College, MI

Chandler-Gilbert Community College, AZ*

Community College of Aurora, CO*

Flathead Valley Community College, MT

Hagerstown Junior College, MD*

Hocking Technical College, OH

Johnson County Community College, KS

Kapi'olani Community College, HI

Miami-Dade Community College - Medical Center, FL*

Monroe Community College, NY

Navajo Community College, AZ**

Northern Virginia Community College-Manassas, VA**

Piedmont Virginia Community College, VA*

Prestonsburg Community College, KY

Truman College (City Colleges of Chicago), IL

*mentors

** technical assistance grants

Service learning is a powerful way to promote moral growth and to help reconnect students to their community.

—Beacon project director

What kind of world do you want to live in?

—Service learning mentor

Service learning represents an open door in two directions.

—Beacon project director

CONCLUSIONS & RECOMMENDATIONS

The AACC Kellogg Foundation Beacon College Project exceeded expectations by far. Twenty-six community colleges, through modest grants and sheer will, shaped a huge array of partnerships to create a climate of community among all kinds of people, in all kinds of places, and for all kinds of purposes. Many, if not most, of their programs have continued beyond the original grant period and their spinoff effects are astounding.

This is not to say that the Beacon projects successfully implemented every one of the recommendations presented in *Building Communities*. Or that they completely transformed the climate of the community colleges in which they were initiated. They did, however, make visible the concept of community building and produced outstanding programs that helped solve local problems. In the process the Beacon leaders have become a professional community that will continue to carry the philosophy and strategy of community building into every college in which they have contact.

While an excellent start has been made by these programs, much is still to be done. Communities across the nation are still in need of means and incentives for building civility and a climate of trust. And they still face enormous challenges. Changes in state and federal immigration, welfare, and other programs will affect the way community members interact with each other and will create new expectations of community organizations.

> Never underestimate how much can be accomplished when people are able to work together on what really matters to them.
>
> *—Beacon project director*

In the spirit of community building, the following recommendations are offered for future action:

1. Community building should be at the forefront of the community college agenda. It should be prominent in the mission statements of all colleges and a guiding principle in all dimensions of the college, including administration and faculty professional development, curriculum design, instructional innovation, and partnering.
2. A national data collection effort should be undertaken to determine how many and what kinds of local community building programs are already in place, and to distribute information that will help individual institutions implement such programs.
3. Community colleges should assess their current community building initiatives to determine what works (for what purposes) and what does not work. They should identify similar programs in other institutions and implement collaborative approaches that will strengthen each program.
4. Training programs should be designed for community development leadership, for which community colleges should act as conveners and facilitators. Such training programs should include components on leadership qualities, community resource assessment, coalition building, and implementation plans.
5. Community colleges should pay particular attention to multicultural and intergenerational issues that affect interpersonal relationships, workplace teaming, and civic climates; the colleges should incorporate these issues into community building program planning.
6. Service learning should be supported in community colleges as an instructional method that engages students, faculty, and the community. Emphasis should be placed on the role of service learning in instilling a sense of civic responsibility.
7. Community colleges should serve as community conveners, hosting "town meetings" and other events that would include all community voices. Community college leaders—presidents, trustees, chairs, administration, faculty, and staff—should be visible spokespersons for community building at such events.
8. Models or standards for responsible citizenship, including citizen rights and responsibilities, should be identified and incorporated into community building activities. These models should have at their heart a goal of community well-being, growth, and sustainability.
9. Community colleges should encourage and reward community building initiatives on the part of their staffs. The colleges should support even seemingly difficult initiatives, including those that might change direction to take advantage of new opportunities, that demand constant communication and collaboration, and that require time for person-to-person connections.
10. Community colleges should model community building by creating institutional climates, processes, and opportunities that encourage civility, responsibility, commitment, collaboration, and personal respect within the life of the colleges.

BEACON PROJECTS 1989–1995

CLASS OF 1992

Kids for College and Kids for CHAMPIONS: A Community of Hope	**Calhoun State Community College,** Decatur, Alabama
Building Partnerships with Agencies and Employers to Help High-Risk Students Succeed	**Chemeketa Community College,** Salem, Oregon
Students with Education and Experience (S.E.E.)	**Collin County Community College,** McKinney, Texas
FACT *(Faculty Access to Computer Technology) Project*	**College of DuPage,** Glen Ellyn, Illinois
Beyond the Classroom: International Education in Community Colleges	**Kapi'olani Community College,** Honolulu, Hawaii
A Leadership Academy for Kentucky's Community Colleges	**Kentucky Community College System,** Lexington, Kentucky
Developing Winners in Our Communities— Partnerships for At-Risk Students in Urban/Rural Schools	**Lake Michigan College,** Benton Harbor, Michigan
Urban Education Coalitions	**Maricopa Community College System,** Tempe, Arizona
The Undergraduate Experience: Massachusetts Community Colleges Building Community by Assessing the Outcomes.	**Massachusetts Bay Community College,** Wellesley, Massachusetts
Determining the Community College's Effectiveness: Developing Community-Specific Models	**Midlands Technical College,** Columbia, South Carolina
Building Community Through Student Diversity: Connecting Non-Traditional Students to Their Learning Communities	**St. Louis Community College at Meramec,** St. Louis, Missouri

CLASS OF 1993

Building Community for an Interdependent World Among Michigan Community Colleges	**Kalazamoo Valley Community College,** Kalamazoo, Michigan
Building a Community of Diverse Leadership: Clearinghouse for Exemplary Practices in Leadership Diversity	**Metropolitan Community College,** Omaha, Nebraska
Regional Orientation and Leadership Training Network for Language Minority Students at New Jersey Community Colleges	**Middlesex County College,** Edison, New Jersey
Critical Literacy Institute	**Oakton Community College,** Des Plaines, Illinois
The Community of the Future Is the Classroom of Today: Using Classroom Assessment Techniques for Pro-Diversity Strategies	**Rio Hondo College,** Whittier, California
Child Development Training Consortium	**San Juan College,** Farmington, New Mexico
Development of a Comprehensive In-Progress and At-Exit Assessment Program	**Sinclair Community College,** Dayton, Ohio

CLASS OF 1994

Student Catalyst Program: Peer Assisted Learning (PAL)	**American River College,** Sacramento, California
Promoting Intercultural Awareness and Understanding in Maryland Community Colleges	**Baltimore City Community College,** Baltimore, Maryland
Ethics-Across-the-Curriculum: A Focus on Civic Responsibility	**Community College of Aurora,** Aurora, Colorado
Hazardous Materials Technology Assistance Program	**Front Range Community College,** Westminster, Colorado
Building an Academic Partnership	**Houston Community College System,** Houston, Texas
Building Community in the Classroom Through Multimedia Technology in Feeder High Schools	**Miami-Dade Community College - Kendall,** Miami, Florida
Recognizing Scholarly Activity by Honors Students: Regional Conferences	**Rockland Community College,** Suffern, New York
College Success Network: Building Community Through Extended Orientation	**Santa Fe Community College,** Gainesville, Florida

A CLIMATE CREATED:
BEACON COLLEGE PROJECTS

STUDENT CATALYST PROGRAM: PEER ASSISTED LEARNING, PAL

INITIATIVES

COMMUNITY: *Students in high-attrition math and science classes in 11 California community colleges; math and science faculty*

GOAL: *To involve commuter students in the life of the college*

The Peer Assisted Learning program initiated with the Beacon grant involved faculty as participants and trainers, student learning assistants, students from selected classes, and project staff. The project was an outgrowth of the college's Student Involvement program, its focus on "building community," and the research of Uri Treisman.

Activities were designed to increase the involvement of commuter students in order to improve their success. A cadre of trained student learning assistants worked with faculty for an average of six hours a week in selected math and science classes to facilitate small group learning for at-risk students. Study and thinking skills and course content were emphasized in the small groups, which ranged from five to twelve students and met outside of class time. Since the purpose of the groups was to build community, learning assistants conducted the sessions as facilitators of learning, not lecturers.

During the two Beacon years of the program several classes were targeted: elementary algebra, intermediate algebra, precalculus, calculus, freshman chemistry, preparatory chemistry, introductory chemistry, nursing, organic chemistry, and introductory biology. At-risk students were highly encouraged to make a commitment to the program.

SUCCESSES

Learning assistants and students in the study groups showed a high commitment to the program, and the program helped build student confidence and improve retention. Group sessions freed up office hours so that instructors could spend more one-on-one time with students. Learning assistants reported a greater sense of community with the college, better interpersonal and communication skills, and increased knowledge of course material. By 1994 in nearly all courses and for all instructors, the Beacon students outperformed non-Beacon students by 26 percent. In some Beacon classes, the success rate was 100 percent. Success rates by ethnicity were also impressive. In fall 1993 the success rate of non-white Beacon students was 76.5 percent compared to 42.3 percent for non-white non-Beacon students. In spite of initial attendance and scheduling

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difficulties, the project's impact was impressive, involving more than 800 project students in the life of the college, with other students, and with faculty.

SPINOFFS

The support developed in the study groups resulted in a sense of community among students, and they continue to sign up for new classes together and study together. Beacon students have gone on to become Beacon learning assistants in future classes; several have made plans for a teaching career. At least three learning assistants have won freshman chemistry awards and scholarships, and have been accepted in top schools throughout the country. Faculty from a variety of disciplines have developed new collaborations. The Beacon study groups have spread to all freshman classes. Most students do not know the origin of the "beacon" name, just that it means success.

Most of the Associate Colleges developed some form of peer-assisted collaborative learning, as did three feeder high schools. All locations are showing the same academic results. In 1995 the Association of California Community College Administrators named the Peer Assisted Learning program the best new program in the state.

ASSOCIATE COLLEGES

Butte Community College, Oroville, CA; Betty Dean, Superintendent/President; Patricia Hughes, Project Director

Cosumnes River College, Sacramento, CA; Merrilee Lewis, President; Terrence Rieger, Project Director

Lake Tahoe Community College District, South Lake Tahoe, CA; Guy F. Lease, President; Ann Fretzen, Project Director

Modesto Junior College, Modesto, CA; Maria Sheehan, President; Celia Barberana, Project Director

Napa Valley College, Napa, CA; Diane Carey, President; Alice Moreno; Project Director

Sacramento City College, Sacramento, CA; Robert M. Harris, President; Alice Murillo, Project Director

San Joaquin Delta College, Stockton, CA; L. H. Horton, Jr., President; Judy Hemington, Project Director

Sierra College, Rocklin, CA; Kevin M. Ramirez, President; Fred McElroy, Project Director

Solano Community College, Suisun, CA; Stan R. Arterberry, Superintendent/President; Armond Phillips, Project Director

Yuba College, Marysville, CA; Stephen M. Epler, Superintendent/President; Leslie Williams, Project Director

RESOURCES PRODUCED

American River College. (1994, August). *Beacon Project, Student Catalyst Program: Peer Assisted Learning. Final Report*. Sacramento: Los Rios Community College District.

American River College Beacon Project. Video. December 1993.

Reitz, N. and McCuen, Sharon. *Beacon Project, Student Catalyst Program: Peer Assisted Learning. Annual Report, 1992–1993*. Sacramento: American River College, Los Rios Community College District. 1993. (ERIC Document Reproduction Service No. ED 365 383).

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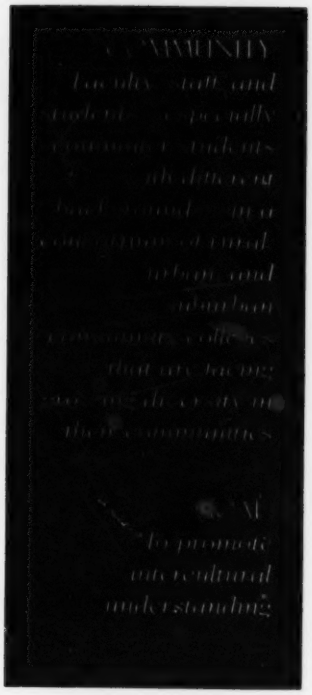
PROMOTING INTERCULTURAL AWARENESS AND UNDERSTANDING AMONG MARYLAND COMMUNITY COLLEGES



INITIATIVES

The project led by Baltimore City Community College (BCCC) was housed within the college's Institute for InterCultural Understanding, which had strong administrative support for college-wide models of multiculturalism. It focused on curriculum transformation, faculty and staff development, multicultural programming for college events and community outreach, and the collection of multicultural library resources. Several obstacles were overcome: institutional diversity, varying degrees of institutional support, and a lack of previous networking among faculty and staff. Representatives from all the colleges met monthly. On an individual level, skills were also taught for dealing with intercultural differences and conflict. Personal contact was key throughout the project. A statewide conference, "Cultivating Community and Diversity Among Maryland Community Colleges," capped the project in March 1994, with 150 faculty and staff from 25 colleges and community organizations in attendance.

SUCCESSES

Traditional multicultural events, which received significant visibility, were complemented by instructional changes. The project led to the integration of intercultural literacy elements into general education courses. Multicultural instructional modules were developed in the humanities, business, and allied health areas. A collaborative approach to resource collection resulted in more diverse library offerings to supplement classroom instruction. Multicultural seminars were held on each campus, and participants presented sessions at the statewide conference. Several events received city television coverage. Examples of accomplishments at each college include: BCCC's Multicultural Resource Center; Catonsville's opportunities for students to study abroad; Dundalk's Office of Multicultural Affairs; an annual Ethnic Festival at Essex; Harford's Learning Center for Globalizing the Curriculum; satellite downloading and teleconferencing facilities at Prince George's; and Montgomery's International Education Committee.

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SPINOFFS

Cross-discipline networking continues among faculty and staff. Expanding efforts of allied health faculty resulted in the infusion of diversity modules into other courses and awareness in the health community of such instruction. At BCCC the Institute for InterCultural Understanding became a key part of the administrative structure.

The process of institutionalizing other diversity initiatives has been accelerated and expanded. For example, cultural diversity has become an integral part of the strategic planning process and the Continuous Quality Improvement (CQI) plan at BCCC.

ASSOCIATE COLLEGES

Catonsville Community College, Catonsville, MD; Frederick J. Walsh, President; Mary Hines, Project Coordinator

Dundalk Community College, Dundalk, MD; Hal McAninch, President; Lou Hamman, Project Coordinator

Essex Community College, Baltimore County, MD; Donald J. Slowinski, President; Jim Duffy and Gail Edmons, Project Coordinators

Harford Community College, Bel Air, MD; Claudia E. Chiesi, President; Linda Parker, Project Coordinator

Montgomery College, Germanton, MD; Robert Parilla, President; Kamala Edwards, Project Coordinator

Prince George's Community College, Largo, MD; Robert I. Bickford, President; Lynda Adamson, Project Coordinator

OTHER PARTNERS

Local business and health professionals

RESOURCES PRODUCED

Multicultural Collection. 1993–1994 Additions. (1994, March). Baltimore: Baltimore City Community College, Bard Library.

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KIDS FOR COLLEGE AND KIDS FOR CHAMPIONS: A COMMUNITY OF HOPE

INITIATIVES

Calhoun and its Associate Colleges directed their efforts fully to dropout prevention. The *Kids for College* Project had two objectives: to create a new community among three area middle schools, Decatur and Athens Adopt-a-School Partners in Education, and Calhoun staff and students; and to increase the percentage of students graduating from high school and continuing in higher education. Calhoun designated a "significant adult" for each of the 50 students. These adults, or "Champions," spent time with the children while participating in program-sponsored activities and through personal contacts that evolved beyond planned activities. Approximately 60 percent of the Champions were Calhoun students; others were faculty and staff, and members of the local community. The children were encouraged and challenged through a variety of workshops and field trips stressing physical and mental fitness and local, national, and international geography. Field trips took the children to places they otherwise would not have had the opportunity to visit. The establishment of personal goals and the importance of completing high school and pursuing a college education were stressed at all times.

COMMUNITY
Work with sixth-grade students

GOAL
To provide guidance and assistance to 50 at-risk middle school students

SUCCESSES

Ten field trips to such places as the Alabama Shakespeare Festival and Helen Keller's home provided time for the students and Champions to get to know each other. Other group events included a *Kids for College* graduation ceremony, a summer camp emphasizing geography and Alabama history, and workshops in self-esteem, career exploration, and health awareness. Champions attended the activities as both chaperones and companions. After-school tutoring sessions, led by Calhoun Community College students, helped the children prepare homework, study for tests, or complete special projects. Transportation was an especially significant challenge in this project; carpooling and help from the Champions helped ease the situation somewhat. Due to the domestic situations in which some of the children lived, many of the Champions became more sympathetic to the plight of single parents.

The sixth-graders who began in the Beacon project at Calhoun Community College are now in the eleventh grade, and many of the original mentors are still in-

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volved with them. Those associated with the program developed a vision of how personal involvement can make a difference in the lives of at-risk children and families.

One Calhoun Community College student became a member of the national AACC Academic All-American Team. She cited her role as a Champion in *Kids for College* as her most rewarding experience.

SPINOFFS

Inspired by the successful relationships in the *Kids for College* and *Kids for CHAMPIONS* program, and by the Phoenix-area Think Tank Beacon model, Calhoun Community College established its own community coalition. Leaders 2002 now engages 250 community volunteers and civic leaders in activities to solve local educational problems. These citizens are tutoring young students, mentoring them, raising funds for scholarships, developing a computer lab, and sending kids to NASA's space camp.

The Beacon project also led to work with 400 at-risk students in the community supported in 1994 by a five-year, $2 million grant from the U.S. Department of Education.

We have seen the difference this project has made in the lives of these kids. Ninety percent of them will go on to college. It cost approximately $50 per month for two years to serve each student in the Kids for College Program. I am confident that it was money well invested. —Beacon project director

ASSOCIATE COLLEGES

Bessemer State Technical College, Bessemer, AL; Michael Bailey, President

Bevill State Community College (merged with Walker State Technical College), Sumiton, AL; Harold Wade, President and Project Coordinator

Columbia State Community College, Columbia, TN; L. Paul Sands, President; Douglas Eason, Project Coordinator

Northeast Alabama State Junior College, Rainsville, AL; Charles M. Pendley, President; Joe Burke, Project Coordinator

Northeast Mississippi Community College, Booneville, MS; Joe M. Childers, President; James Williams, Project Coordinator

Northwest Shoals Community College, (merged with Muscle Shoals Community College), Muscle Shoals, AL; Larry W. Campbell, President; Betsy Johnson, Project Coordinator

Southern Union State Community College, Wadley, AL; Ray W. Johnson, President; Roy Johnson, Project Coordinator

Wallace Community College, Selma, AL; Julius Brown, President and Project Coordinator

BUILDING PARTNERSHIPS WITH AGENCIES AND EMPLOYERS TO HELP HIGH-RISK STUDENTS SUCCEED

INITIATIVES

Many individual projects were carried out collaboratively at each of six Oregon community colleges with the goal of providing seamless service to students as they accessed both college and agency services, and as they moved into contact with employers. From the time of contact with the college or partner agency until they fulfill their educational and/or employment goals, services were offered and projects structured to enhance the likelihood of success among high-risk students. A functional definition of "high-risk" was adopted: *high-risk is a dynamic concept that represents the gap between student resources* (language, economic status, literacy, etc.) *and program demands.*

The Oregon projects, led by Chemeketa Community College, aimed to remove barriers that hindered some students from attaining success in school and work. Strategies were developed for better tracking, better bonding with the institution, and better teaching—better case management. A variety of collaborative projects targeted special populations: dislocated workers, students with disabilities, returning women, displaced homemakers, apprenticeships, minorities, non-native English speakers, high school dropouts and teen parents. Adult and Family Services (AFS) and Job Opportunities and Basic Skills (JOBS) participants, substance abuse individuals, individuals in corrections, seniors and older workers, workers with insufficient skills, homeless individuals, and academically disadvantaged adults.

Chemeketa provided mini-grants to the Associate Colleges and maintained a collaborative spirit through quarterly meetings of project coordinators and quarterly *Beacon Bulletins* that were distributed to more than 500 individuals and programs serving high-risk students. Technical assistance and site visits supplemented other activities.

SUCCESSES

The projects focused on job placement for high-risk students, mainstreaming for students, and developing and maintaining collaborations to help them. The most significant outcome was the development of one-stop centers for students, staffed by multiple organizations. There was a documented increase in successful outcomes for high-risk students. All six colleges established

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specific local services for high-risk students—a total of more than 100 collaborative projects.

Significant collaborations developed to help high-risk students. The *Parent's Fair Share* project was operated by Mt. Hood Community College, Adult and Family Services, and the Private Industry Council. At Lane Community College, the *Dislocated Worker Program* was supported also by the SouthernX Willamette Private Industry Council and the Oregon State Emplyment Division. Chemeketa Community College operated the *Self-Sufficiency Center* with Adult and Family Services and the Employment Division. The *Community Response Team* was carried out by Rogue Community College with the Job Council and the State Employment Division. Clackamas Community College worked with the Oregon Precision Metal Fabricators Association in the *Precision Manufacturing Project*.

The Beacon activities resulted in substantive changes in the colleges and within partner agencies. The projects and services resulted in increased skill, insight, and commitment to collaborative, seamless, and holistic help for high-risk students. Project coordinators noted that the same behaviors that support successful personal relationships also support partnerships among agencies and institutions.

ASSOCIATE COLLEGES

Blue Mountain Community College, Pendelton, OR; Ronald L. Daniels, President; Patricia Amsberry, Project Coordinator

Clackamas Community College, Oregon City, OR; John S. Keyser, President; Kim Faddis, Project Coordinator

Lane Community College, Eugene, OR; Jerry Moskus, President; Sandra Ing, Project Coordinator

Mt. Hood Community College, Greshman, OR; Paul E. Kreider, President; Stephanie Sussman, Project Coordinator

Rogue Community College, Grants Pass, OR; Harvey Bennett, President; Tenison Haley, Project Coordinator; Lee Merritt, Project Contact

OTHER PARTNERS

More than 25 organizations in Oregon

SPINOFFS

The multiplier effect was much greater than anticipated, with the creation of many new partnerships and services. Projects continued beyond the Beacon grant period, with nearly $3 million in public and private support from college general funds, collaborative interagency agreements, grants and contracts.

At Chemeketa Community College, the Beacon reputation resulted in an invitation to apply for a Gannett Foundation grant that awarded $185,000 to help the college establish a Family Resource Center. The Beaon project goals and philosophy for serving high-risk students made a significant impact on the nature of welfare reform in Oregon, and the success of its approach has been cited as a national model. It led the state Adult and Family Services agency to award multi-million dollar contracts to four of the six consortium colleges to provide these services to public assistance clients. AFS also placed a four-person branch office on Chemeketa's campus.

RESOURCES PRODUCED

Marges, D., and Neilsen, C. (1992, June). *Beacon Guide: Collaborating to Help High Risk Students Succeed.* Salem, Oregon: Chemeketa Community College. (ERIC Document Reproduction Service No. ED 346 926).

"Student Success" curriculum, Clackamas Community College (Carolyn Knutson, contact).

When people come to this welfare office for help, they have already stepped onto the community college campus. Reports show a promising reduction in the use of welfare.

Community coalitions have continued to work together by choice and to leverage or contribute major resources to joint programs for high-risk students. A whole new way of working together and running programs was firmly established.

In 1995, a new Community Involvement Program at the Community College of Aurora in Colorado traced its roots to the Chemeketa experience.

> There was a groundswell of increased commitment to and collaboration on behalf of inclusive service to high-risk students.
>
> —Beacon project director

FACT FACULTY ACCESS TO COMPUTER TECHNOLOGY PROJECT

INITIATIVES

COMMUNITY
Community college faculty in technical and non-technical fields

GOAL
To build stronger classroom communities by improving faculty use of computers in instruction

The College of DuPage headed a consortium of 12 community colleges in a program aimed at technology resource development and faculty training. The FACT Project was a reponse to the need for greater training and information about instructional technology among community college faculty. There was a conspicuous need to enhance faculty skills in and access to information about the uses of computers in instruction—especially in the face of growing numbers of students with personal computers, computer labs, and a flood of inexpensive software. A variety of strategies, projects, and training helped ensure that computer skills did not lie soley in the hands of technical experts. To that end, two DuPage faculty members designed both FactBASE, a user-friendly Windows-based database of information on computer software, hardware, and literature; and the FactLine Bulletin Board, an easily accessed electronic information network on computers and teaching for community college faculty. Hands-on training was a key part of the project.

Twelve Associate Colleges from seven midwestern states joined DuPage in this initiative. Each college nominated an administrator and a faculty member, and the faculty members comprised the project's formal advisory committee. The administrators served as back-up and liaison with college decision-makers to provide any necessary support. Faculty needs guided the content of the training sessions.

SUCCESSES

Although the project enjoyed excellent technical support from the computer services arm of the college, all major policy decisions were made with direct or indirect input from teaching faculty. Nearly all the reviews of software were by teaching faculty, and most of the faculty who volunteered to design and teach workshops were not necessarily data processing or computer science faculty. All this involvement confirmed the notion that this was a project *for* and *by* faculty, and gave the project more credibility with participants. The faculty advisory committee reviewed software in a dozen disciplines, ranging from art and allied health to biology and industrial technology.

In spite of difficulties related to insufficient faculty release time and diminished institutional travel budgets

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that limited the number of Associate College faculty who could take part, participants agreed that this model is a powerful tool to muster faculty support for using computers in instruction. Three series of seminars were offered, including desktop publishing, multimedia, business graphics, uses of databases to teach critical thinking skills, electronic graphic workbooks, the use of computers in the fine arts, and computer simulations to teach electronics. Faculty found the experience of networking and sharing information with colleagues as valuable as the computer training they received.

Due to the high quantity of software reviews to be included in FactBASE, a new database structure was put in place for the 1992–93 academic year. Diskettes containing the FactBASE database were distributed to all community colleges in the nation.

SPINOFFS

The spirit of the project continued beyond the term of the Beacon grant, and both FactBASE and FactLine serve as faculty resources. The FACT model was used in a similar cooperative program with local K–12 faculty to share information on instructional uses of computers.

ASSOCIATE COLLEGES

Belleville Area College, Belleville, IL; Joseph J. Cipfl, President; Norma Jean Irwin, Project Coordinator (Office Automation Systems)

Garden City Community College, Garden City, IL; James Tangeman, President; Linda Morgan, Project Coordinator (Criminal Justice)

Harold Washington College, Chicago, IL; Nancy C. DeSombre, President; Vanita Ricks, Project Coordinator (Social Science)

Jackson Community College, Jackson, MI; Lee Howser, President; Ann Green, Project Coordinator (Humanities)

Jefferson College, Hillsboro, MO; Gregory D. Adkins, President; Ronald Drive, Project Coordinator (Electronics)

Kirkwood Community College, Cedar Rapids, IA; Norman Nielsen, President; Vic Stateler, Project Coordinator (Industrial Technology)

Macomb Community College, Warren, MI; Albert L. Lorenzo, President; Karl Sjolander, Project Coordinator (Biology)

Moraine Valley Community College, Palos Hills, IL; Vernon Crawley, President; Raymond Lehner, Project Coordinator (Allied Health)

Oakton Community College, Des Plaines, IL; Margaret B. Lee, President; Amy Blumenthal, Project Coordinator (English)

Rochester Community College, Rochester, MN; Karen Nagel, President; Patricia Kraemer, Project Coordinator (Art)

Sinclair Community College, Dayton, OH; David H. Ponitz, President; John Graham, Project Coordinator (Child and Family Education)

RESOURCES PRODUCED

FactBASE instructional software database.

FactBASE Data Entry Form (instructional software review form).

FactLine electronic bulletin board.

STUDENTS WITH EDUCATION AND EXPERIENCE SET

INITIATIVES

Clear academic and career goals are critical to student retention, and cooperative education is one way to help ensure that retention. Collin County Community College's (CCCC) S.E.E. Program uses a school-to-work transition program approach. It was implemented to offer appealing and motivational opportunities for students to complete a vocational/technical program. It is a practical model that includes a liaison program with area high schools. This cooperative education-based program provides work-based learning opportunities through the career ladder concept. It offers mentoring, self-esteem enhancement, career exploration and college preparation, parent-student orientation to college, individual counseling, and continuation of high school co-op jobs while students attend college. At special Saturday sessions called "Employment Saturday" high school students learn résumé writing and interviewing skills.

The S.E.E. curriculum offers image enhancement workshops focusing on self-esteem, leadership, and creativity. A career tracking plan features a three- and four-year employment/education career ladder to facilitate long-term goals.

The workshop includes a dynamic video presentation, *Dreams at Risk*, which opens with a jail scene in which CCCC students portray inmates who claim they would not have been there if they had not dropped out of school. A comprehensive workbook and step-by-step implementation plan accompany the video.

Partnerships, a monthly cooperative work experience newsletter, was mailed to counselors, employers, and participating students. The program reached other institutions of higher education through a national teleconference and site visits. An advisory board advised and supported the project partnerships.

SUCCESSES

During the Beacon project CCCC shared the S.E.E. program components with Associate Colleges, reaching more than 2,600 individuals through seminars and workshops hosted by college cooperative education departments and high schools. The popular interactive workshops, very much in demand for co-op education classes in grades 9 through 12, received consistently high ratings from attendees.

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The September 1991 teleconference, downlinked at 43 sites in 24 states, received considerable media attention that resulted in requests for additional information about the S.E.E. program. Attendees learned how to adapt the program for local use.

The S.E.E. program received national recognition when it received the U. S. Department of Labor LIFT (Labor Investing for Tomorrow) Award, presented on September 11, 1991, by Secretary Lynn Martin. The award recognized community-level involvement in upgrading the quality of the workforce and was designed to honor the discovery and application of creative solutions to the workforce crisis.

SPINOFFS

With the assistance of Carl D. Perkins funds, CCCC established the Texas Resource Center for Work Transition Programs to continue "building communities" through professional development, training, and resource opportunities for administrators, faculty, and employers. Using the college's Beacon experience as a basis, the Center focuses on cost-effective work experience programs for diverse populations. Funds from the U.S. Department of Education Title VIII program allowed the Beacon activities to expand.

The S.E.E. program has potential long-term impact not only on student enrollment, but also on the quality of the nation's workforce. The Beacon project led to the development of many new communities, including within the college itself and within its region.

ASSOCIATE COLLEGES

El Paso Community College, El Paso, TX; Adriana Barrera, President; Harvey Ideus, Project Coordinator

Houston Community Colleges, Houston, TX; James Harding, Interim Chancellor; Marsi Liddell, Project Coordinator

Lane Community College, Eugene, OR; Jerry Moskus, President; Bob Way, Project Coordinator

Neumann College, Aston, PA; Nan Hechenberger, President; Ellen Kaplan, Project Coordinator

Rogers State College, Claremore, OK; Richard H. Mosier, President; Jeanie Newell, Project Coordinator

Skyline College, San Bruno, CA; Linda G. Salter, President; Chester Jones, Project Coordinator

Tarrant County Junior College, Hurst, TX; Herman L. Crow, President; Elizabeth Branch, Project Coordinator

OTHER PARTNERS

North Texas Community/Junior College Consortium, Denton, TX; Al Smith, Project Coordinator

RESOURCES PRODUCED

Dreams at Risk (video).

Dreams at Risk: Teleconference Participant Packet.

Students with Education and Experience: Model Program.

INITIATIVES

An outgrowth of a 1989–1992 Ethics-Across-the-Curriculum project at the Community College of Aurora (CCA), the Beacon effort focused on ethics and civic responsibility. It took an approach that involved strong leadership training components, and it developed in four phases. First, 15 faculty took a 12-hour seminar on civic responsibility and then integrated that theme and service learning into one of their courses the following semester. Next, leaders from the six Associate Colleges attended a May 1993 conference at CCA to learn about the CCA work and to receive assistance in developing their own interdisciplinary faculty development projects that would focus on civic responsibility. Attendees designed tentative action plans and received training on electronic conferencing through the Internet. Then during the 1993–94 academic year the Associate Colleges implemented their own projects and hosted site visits by the CCA project director. Finally, project members participated in a special focus on civic responsibility at CCA's Fourth International Faculty Development Conference in June 1994. A three-hour session at the conference was devoted to student community service as an aspect of civic responsibility, and service learning as an instructional methodology.

The Beacon project explored two service learning approaches—service learning as part of the curriculum, and service learning as the curriculum. An example of the second approach is CCA's course in Community Involvement, an interdisciplinary course in which students perform community service and study the concept of service; a similar course is offered at Piedmont Virginia Community College as part of the student development program.

SUCCESSES

Five of the six Associate Colleges made remarkable strides toward integrating ethics and service learning into the curriculum, and the sixth successfully implemented service learning. At each institution a variety of efforts are underway to develop service learning centers, to have more faculty integrate service into their courses, to work more closely with service agencies in their local communities, and to encourage students to engage in service as a part of campus life.

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A philosophy professor and a transfer counselor collaborated to make ethics-across-the-curriculum and service learning showcase components of the Piedmont Virginia Community College program. Institutional buy-in was obtained through classroom videos, a series of brown bag lunches, involvement of Phi Theta Kappa, and the college's curriculum and instruction committee, and successful service activities, including summer program for inner-city children, volunteer fair, and a Philosophy in the Third Grade program. Courses making innovations in ethics included Spanish and French literature, visual arts, economics, political science, developmental English, engineering, biology, nursing, and history. The two Piedmont Beacon leaders received grants for their work from the college's foundation and the state community college system.

At Hagerstown Junior College in Maryland, seven faculty and 63 students implemented service learning in four areas of the college—behavioral and social sciences, health sciences, humanities, and advanced technology. Nearly 1,000 service hours were completed in a wide range of local agencies. A group service project in a computer-assisted design class led to the donation of a handicapped-accessible picnic table for use on campus. The college hosted a regional conference on service learning attended by 100 educators and community leaders.

At Honolulu Community College the auto mechanics faculty worked with the college office of special programs and community service to create a community project called "Taking Care of Your Car" geared especially to women and senior citizens. The project's overwhelming success confirmed that occupational programs were well-suited to community service projects. Other experiences in Honolulu led to institutional re-thinking about the ways that liberal arts could be taught in occupational programs. Johnson County Community College, which later became one of the eight AACC Service Learning Colleges, broadcast a service learning teleconference and conducted various college events that led to eight faculty incorporating ethics into their courses and nearly 100 students participating in service learning. The Community College of Denver concentrated efforts in moving service learning into the English-as-a-Second-Language and nursing programs. Humber's Pharmacy Assistant program incorporated ethical case studies into the curriculum, and service learning became a part of an formal ethics course in the Ambulance and Emergency Care program.

ASSOCIATE COLLEGES

Community College of Denver, Denver, CO; Byron N. McClenney, President; Dan Luna and Yvonne Frye, Project Coordinators

Hagerstown Junior College, Hagerstown, MD; Norman P. Shea, President; Nan Ottenritter and Linda Hildebrand, Project Coordinators

Honolulu Community College, Honolulu, HI; Peter R. Kessinger, Provost; Terry Haney and Dorie Little, Project Coordinators

Humber College of Applied Arts and Technology, Etobicoke, Ontario; Robert A. Gordon, President; Ken Harrison, Project Coordinator

Johnson County Community College, Overland Park, KS; Charles J. Carlsen, President; Helen Burnstad, Project Coordinator

Piedmont Virginia Community College, Charlottesville, VA; Deborah M. DiCroce, President; Marietta McCarty, Project Coordinator

SPINOFFS

CCA collaborated with two other Beacon members—Hagerstown Junior College and the Maricopa Community College District—to sponsor a September 1994 Beacon Community Forum in Hagerstown, Maryland, a two-day conference on service learning and coalition building.

In Colorado the success of the Beacon community outreach experience and the vision of college leaders led to CCA's establishment of a Community Involvement Program, located at the Higher Education and Advanced Technology (HEAT) Center administered by CCA at the former Lowry Air Force Base. HEAT houses the Lowry Family Center, Early Childhood Education Program, Center for New Work, and Community Development-Service Learning Program. The service learning program includes a strong mentoring program with the Aurora Public Schools.

The CCA Beacon project directly influenced the direction of two national community college initiatives in service learning: AACC's Service Learning Colleges Project, part of the national *Learn and Serve America* program begun in 1994; and AACC's *Bridges to Healthy Communities* project, a five-year collaboration with the Centers for Disease Control begun in 1995. The CCA project director became highly visible in state and national service learning programs, including as a member of Campus Compact's Invisible College, which seeks to strengthen and broaden the scope of service learning in American colleges and universities. He and three CCA Associate College project coordinators later assumed service learning leadership roles as members of the AACC Service Learning Mentor Team. In Hawaii, the project led to statewide Lions Clubs' involvement in HCC service learning projects.

HAZARDOUS MATERIALS TECHNOLOGY ASSISTANCE PROGRAM

INITIATIVES

COMMUNITY
Faculty and administrators in community college hazardous materials technology (HAZMATT) programs and related environmental technology programs

GOAL
To assist colleges throughout the United States in the development and implementation of environmental hazardous materials programs

Front Range Community College responded to the unprecedented need in the United States for adequately trained personnel who manage environmental pollution and participate in the clean-up of contaminated lands, rivers, and abandoned hazardous waste sites. At the start of the decade, estimates for labor demands ranged from 300,000 to 1,500,000 technicians and 500,000 professionals by the mid-1990s. Front Range built on its expertise in HAZMATT education and training in Colorado to assist other six Associate Colleges with curriculum and professional development opportunities in order to meet that need. This was accomplished through the distribution of course materials, technical assistance to other community colleges, open enrollment for faculty at other colleges, and networking for larger grants.

SUCCESSES

There were multiple accomplishments in the curriculum area. Curriculum content guides, syllabi, and test bank files were distributed for seven core courses in HAZMATT programs. Partner McGraw Hill made available three "Professional Series" books to any college requesting them. In addition, three textbooks produced during the project were published by McGraw Hill. Several faculty at other community colleges accepted the offer to enroll free of charge in the Front Range HAZMATT continuing education classes on a space-available basis. Front Range also conducted four "fast-track" training programs for dislocated workers, modelled after the college's Governor's Job Training Program. One in California was directed specifically at unemployed homemakers. Another in Texas will retrain military motor pool personnel for the federal fleet conversion to alternate fuels. The Beacon project director also assisted Associate Colleges and others to tailor programs to local environmental needs; each Associate College was given $3,000 to purchase instructional resource materials for that purpose.

The Associate Colleges produced a variety of results. Columbia Basin implemented both a credit and non-credit Environmental Hazardous Materials Management Technology program and has contract training programs underway with major businesses and industry in Washington. The program graduated students with Associate of Applied Sciences degrees and has had a

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waiting list for new students. Other colleges strengthened existing programs, contract training opportunities, and networking.

The Beacon HAZMATT program led by Front Range Community College resulted in the increased ability of community colleges to meet national needs. Through direct outreach and cooperation with the U.S. Department of Energy and the Partnerships for Environmental Technology Education consortium, the Beacon project expanded well beyond the original six Associate Colleges to more than 500 colleges. Many of these "new start" programs have taken special steps to meet the needs of disadvantaged students and to encourage the participation of minority and under-represented groups. The programs are supported through tuition, grants, and contract training revenues. The Beacon project helped create and maintain a community of colleges and individuals committed to helping solve environmental pollution problems in the United States and abroad. Beacon activities were highlighted at three NATO environmental conferences in 1993 and 1994.

SPINOFFS

The first fully articulated 2 + 2 high school and community college environmental program was developed in Colorado. Junior and senior high school students in Ft. Collins who attend classes at the college for two hours each day for two semesters receive 2.5 credit hours toward their high school graduation requirements and 13 college credit hours for the Front Range Environmental Science and Technology program.

The original AACC Kellogg Foundation grant of $45,000 led to more than $20 million from federal sources. The expansion of the community college environmental network is assured through a National Science Foundation award for an Advanced Technology Environmental Education Center. Other funding from the Department of Energy and the Environmental Protection Agency is also supporting the work of community colleges.

ASSOCIATE COLLEGES

Columbia Basin College, Pasco, WA; Lee Thornton, President; Ken Ferrigno, Coordinator

Community College of Southern Nevada, North Las Vegas, NV; Paul Meacham, President; Ed Eschner, Coordinator

Cuyamaca College, El Cajon, CA; Sherrill Amador, President; Mike Hall, Coordinator

Moraine Valley Community College, Palos Hills, IL; Vernon Crawley, President; Bill Wendt, Coordinator

Portland Community College, Portland, OR; Daniel F. Moriarty, President; Jean Drevdahl, Coordinator

Texas State Technical College at Waco, Waco, TX; Fred L. Williams, President; David Day, Coordinator

OTHER PARTNERS

Colorado Center for Environmental Management, Golden, CO

Geotech Environmental Equipment, Denver, CO

Illinois Community College Board, Springfield, IL

McGraw Hill Professional Book Group, New York, NY

Partnership for Environmental Technology Education (PETE) Consortium, Livermore, CA

RESOURCES PRODUCED

Site Assessment (textbook).

Environmental Monitoring and Sampling (textbook).

OSHA health and safety class materials.

INITIATIVES

COMMUNITY
Community colleges in the Texas Gulf Coast region (the Gulf Coast Consortium) often the only point of entry to higher education for many underrepresented groups

GOAL
To improve academic success and student retention in core courses

Noting the dramatic growth in student populations in the Texas Gulf Coast region over the last decade, particularly in students from special populations (minorities, older returning students, non-native speakers of English, and students with disabilities), the Houston Community College system brought together representatives from the nine community college districts in the area. The idea was to consider ways to increase student retention, enhance academic success, and raise the number of students transferring into baccalaureate programs. The community college coalition sought a common core of learning that would foster student success and provide academic skills for transfer. The Beacon project, initiated in 1992, aimed to structure course content for two discipline areas—English and History—and to develop appropriate instructional strategies and assessment techniques to shape a positive classroom learning environment.

Each college identified a faculty team, one English instructor and one History instructor. Representing all of the region's community colleges, they jointly developed common courses to be implemented at each institution. Elements of the common courses include syllabi, reading lists, term projects, and examinations. Once a month, all the participants in this academic partnership convened and compared the target classes with "traditional" classes and reviewed results from school to school. Suggestions and round-table discussions refined the courses for future semesters. The meetings were a source of free-flowing exchange of ideas and classroom techniques. Periodically, the meetings turned into professional development workshops as participants gathered at one another's college.

SUCCESSES

After a year of discussions of common goals, outcomes, and student workload for English 1301 (College Composition) and English 1302 (Composition and Rhetoric), the English team of instructors made recommendations for changes in English 1301. All participants implemented the changes in fall 1993 and made refinements in spring 1994. The team had identified the following

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areas of emphasis, such as critical thinking and reading, exposure to different kinds of writing, and recognition of specific evaluation standards. The English team integrated a common learning experience—a collaborative group project with a research component—into the curriculum. Students in the experimental sections with the collaborative learning component generally had higher retention rates than than the departmental averages at the respective colleges. After teaching both target and control classes each semester, the instructors presented their findings to the administrations of the colleges in the Gulf Coast Consortium.

The History team devised a model course, History 1301, designed to be acceptable for transfer to four-year institutions. The historians agreed upon general historical time periods, teaching objectives, and appropriate readings for this introductory American history course. Each instructor taught the course at least twice during the Beacon project, beginning in fall 1993. The participants enjoyed teaching the class and students responded favorably.

The Beacon activities were directly responsible for unprecedented communication and cooperation among the community college instructions of the Gulf Coast Consortium, as well as for broadened communication between the community colleges and the University of Houston. Prior to the Beacon project the spirit of competition had far outweighed the spirit of cooperation. Juggling schedules and sometimes driving 200 miles to planning meetings, faculty members in the Consortium overcame traditional turf issues. The rotation of meeting sites enabled participants to discover library, computer lab, or similar treasures on each other's campuses. What started as an academic curriculum project turned into bridge-building among schools and individuals, and the development of valuable contacts and friendships.

ASSOCIATE COLLEGES

Alvin Community College, Alvin, TX; A. Rodney Allbright, President; John Duke and Pat Klopp, Coordinators

Brazosport College, Lake Jackson, TX; John Grable, President; Rick Range and Bill Shaw, Coordinators

College of the Mainland, Texas City, TX; Larry Stanley, President; Alexander Pratt and Joann Pevoto, Coordinators

Galveston College, Galveston, TX; Marc A. Nigliazzo, President; Michael Berberich, Coordinator

Houston Community College, Houston, TX; James Harding, Interim Chancellor; David Wilcox and Linda Daigle, Coordinators

Lee College, Baytown, TX; Jackson N. Sasser, President; Linda Daigle and David Wilcox, Coordinators

North Harris Montgomery Community College District, Houston, TX; John Pickelman, Chancellor; Cher Brock and Phil Crow, Coordinators

San Jacinto College District, Pasadena, TX; Monte Blue, Chancellor; Beverly Fischer and Eddie Weller, Coordinators

Wharton County Junior College, Wharton, TX; Frank K. Vivelo, President; Vaughn Hamilton and John Morris, Coordinators

SPINOFFS

Monthly meetings had the side benefit of allowing community college faculty across a wide region to share information about teaching, research resources, and contacts for adjunct faculty positions. The Beacon instructors became committed to continuing the professional meetings and to bringing in additional participants.

RESOURCES PRODUCED

Model American History course.

Collaborative learning component of English Composition course.

BUILDING COMMUNITY FOR AN INTERDEPENDENT WORLD AMONG MICHIGAN COMMUNITY COLLEGES

INITIATIVES

The Southern Michigan Community Colleges Consortium for International Education was established in September 1991. Using the consortium as the foundation and the leadership of Kalamazoo Valley Community College, the eight colleges expanded their collaboration on international education and the "building of community." Thirty-one faculty representing 18 disciplines were selected to develop 28 international modules to be infused into a wide variety of courses using a common modular format and guidelines.

SUCCESSES

The work of the consortium resulted in close working relationships among faculty as they collaborated to design curricula that would reflect international issues. Twenty-eight far-reaching curricular modules were developed, from beginning algebra (A Global View of Mathematics) to interpersonal communication (Cultural Communication: When Worlds Collide) and nursing (Cultural Diversity in Nursing). The modules were collected and distributed nationally.

Eight international workshops were conducted during 1991 and 1992, one at each of the colleges in the consortium. Topics included international business, cultural diversity in learning communities, global interdependence, and Arab culture and religion, among others. While the workshops were reserved for faculty developing curricular materials, numerous international colloquia were open to students and the community as well. Communication among the consortium members was enhanced by an electronic mailbox, but it unfortunately did not continue when state funding ended.

A variety of events such as ethnic festivals and an international speaker series complemented the curriculum work. Several of the colleges undertook international exchanges and travel/study abroad programs. One at Delta College featured opportunities in Kenya and Japan; Macomb Community College had an interdisciplinary study tour in Mexico. All of the colleges committed funds toward purchases of a wide variety of international materials. Numerous state and national conference presentations spread the word about the Beacon activi-

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ties, and the project director developed a monograph that became a chapter in Kapi'olani Community College's book, *Beyond the Classroom: International Education and the Community College*. A handbook entitled "Internationalizing the Curriculum" was produced in 1993 and contained 52 instructional modules. A second volume containing 103 modules was produced in 1995.

Kalamazoo Valley lent assistance to the Associate Colleges in their considerations for implementing International Studies certificate and associate degree programs. Macomb and Jackson Community Colleges added such programs. Delta College incorporated an international intercultural competency in its General Education statement.

ASSOCIATE COLLEGES

Delta College, University Center, MI; Peter D. Boyse, President; Barbara Tedrow, Associate Director

Jackson Community College, Jackson, MI; Lee Howser, President; Joyce Lockman, Associate Director

Kellogg Community College, Battle Creek, MI; Paul R. Ohm, President; John Smith, Associate Director

Macomb Community College, Warren, MI; Albert L. Lorenzo, President; Susan Calkins, Associate Director

Mott Community College, Flint, MI; Allen Arnold, President; Joseph Wise, Associate Director

Oakland Community College, Bloomfield, MI; Patsy J. Fulton, President; John Bergman, Associate Director

St. Clair Community College, Port Huron, MI; R. Ernest Dear, President; Virginia Pillsbury, Associate Director

SPINOFFS

The consortium created a force for change in Michigan and encouraged other institutions to participate and undertake new collaborative endeavors. During spring 1994 the Kalamazoo director provided technical assistance throughout the Midwest, conducting site visits and presenting lectures and workshops on international education at 23 community colleges. The original eight Associate Colleges were joined by other institutions interested in internationalizing college curriculum. Funding for the Midwest Institute for International Studies and Foreign Languages was secured from the U.S. Department of Education and, as of 1995, 36 community colleges were participating. This is the only community college training center for international curriculum development in the United States.

Collaborating with Rio Hondo College and Kapi'olani Community College, Kalamazoo Valley cosponsored a June 1993 Beacon Community Forum on diversity and international trade, "International Markets: Redefining Our Training Needs and Practices."

Borrowing from Beacon neighbor Lake Michigan College's *Winner Within* program, Kalamazoo Valley established *Project Success*, an initiative geared to helping students in grades eight through twelve succeed in school.

RESOURCES PRODUCED

Sypris, Theo, ed. (1993). "International Markets: Redefining Our Training Needs and Practices." In *Beyond the Classroom: International Education and the Community College. Volume I. Internationalizing the Curriculum with an Asian–Pacific Emphasis*.

Sypris, Theo. (1995). "Developing and Establishing an International Studies Program." In *Beyond the Classroom: International Education and the Community College. Volume I. Internationalizing the Curriculum with an Asian–Pacific Emphasis.*

BEYOND THE CLASSROOM: INTERNATIONAL EDUCATION IN COMMUNITY COLLEGES

INITIATIVES

Pooling experience and resources, Kapi'olani Community College and its far-flung Associate Colleges provided information and guidance to colleges interested in a variety of international efforts. Areas of interest included internationalizing the curriculum, developing exchange programs, developing international education resource centers, promoting student and community involvement, and developing and expanding foreign language instruction, with a particular focus on the Asia/Pacific region.

COMMUNITY
Community colleges interested in Asian, Pacific and international education

GOAL
To coordinate efforts among community colleges to internationalize their institutions

SUCCESSES

During the first 18 months of the Beacon project the ten colleges worked collaboratively to produce a four-volume series, *Beyond the Classroom: International Education and the Community College*, which was distributed nationally.

The second major activity was the May 1992 Beacon International Conference, "Asia, the Pacific, and the Americas: Building a Community of Colleges." The four-day conference convened 35 American colleges and universities, along with representatives from the People's Republic of China, Japan, Singapore, Papua New Guinea, Australia, New Zealand, American Samoa, the Commonwealth of the Northern Marianas, Guam, and Easter Islands/Chile. Some 150 participants took part in concurrent and general sessions and cultural events. Five working groups (Curriculum Sharing, Campus Environment Innovations, Institutional Links in Asia and the Pacific, International Business, and Consortia) met to outline future activities.

The most significant outcome was the solid network of 20–40 community colleges interested in improving the way they teach about Asia and the Pacific.

SPINOFFS

Beacon initiatives continue through improved electronic networking and with support from both external grants and the University of Hawai'i System. The faculty community that developed during the Beacon project continues to collaborate and was instrumental in the establishment of a strong service learning program and broader reaches into the community. In 1995 Kapi'olani became part of the national *Learn and Serve America*

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service learning program, and in its first semester involved more than 100 faculty and students in the Honolulu community. They served in issues as diverse as child health care, youth tutoring, and taking oral histories of senior citizens in a multicultural writing project.

A faculty team led by the Beacon project director serves in a mentoring role in another national initiative, *Exploring America's Communities: In Quest of Common Ground*, part of the National Conversation on American Pluralism and Identity sponsored by the National Endowment for the Humanities.

Kapi'olani collaborated with Rio Hondo College and Kalamazoo Valley Community College to sponsor a Beacon Community Forum, "International Markets: Redefining Our Training Needs and Practices," which examined diversity and international trade.

The Beacon grant leveraged close to $100,000.

The Beacon project also led to APEX-L, an Internet listserve of faculty who discuss their increasing integration of Asian–Pacific content and issues into their instruction.

ASSOCIATE COLLEGES

Coastline Community College, Fountain Valley, CA; Leslie N. Purdy, President; Richard W. Brightman, Project Coordinator

Fox Valley Technical College, Appleton, WI; Victor Baldi, President; Carolyn Mewhorter, Project Coordinator

Golden West College, Huntington Beach, CA; Philip Westin, President; Project Coordinator

Honolulu Community College, Honolulu, HI; Peter R. Kessinger, President; David Wong, Project Coordinator

Kalamazoo Valley Community College, Kalamazoo, MI; Marilyn J. Schlack, President; Theo Sypris, Project Coordinator

Leeward Community College, Pearl City, HI; Barbara B. Polk, Provost; Kathy Hyane-Brown, Project Coordinator

Maui Community College, Kahului, HI; Clyde Sakamoto, Provost and Project Coordinator

Northern Marianas College, Saipain, MP; Agnes Manglona McPhetres, President; Barbara Moir, Project Coordinator

Windward Community College, Kaneohe, HI; Peter T. Dyer, Provost; Mike Garcia, Project Coordinator

RESOURCES PRODUCED

Franco, R. W. and Shimabukuro, J. N., Eds. (1992). *Beyond the Classroom: International Education and the Community College. Volume I. Internationalizing the Curriculum with an Asian-Pacific Emphasis. Volume II. Internationalizing the Campus Environment. Volume III. Creating Institutional Links in Asia and the Pacific. Volume IV. Working with Local Business to Enhance Asian-Pacific Understanding.* Honolulu: University of Hawai'i/ Kapi'olani Community College.

LEADERSHIP ACADEMY FOR KENTUCKY'S COMMUNITY COLLEGES

INITIATIVES

COMMUNITY
Kentucky community college faculty and administrators

GOAL
To provide training and networking that results in the development of new leaders for the state community college system, particularly women and minorities

In order to develop a vital community of college leaders, the Kentucky Community College System developed a Leadership Academy to improve leadership opportunities from within the ranks of faculty and staff in the state's 14 community colleges. Development of such a program had been a recommendation of a 1989 report of the Commission on the Future of the University of Kentucky Community College System. Recognizing that 80 percent of Kentuckians are natives, the Commission was determined to nurture local talent.

The Leadership Academy, which originally was financed by both the Beacon College grant and the community college system, involves current college presidents in the faculty/staff training and networking activities. Its organization and activities were developed by an eight-member advisory board. Four stages comprise the Academy: a four-day summer institute, an internship, retreats, and evaluation and goal setting. At the mandatory summer institute, participants learn about the state system, develop leadership skills, develop a peer network, and examine state and national issues in education, government, and business. A semester internship and regional retreats provide participants with experience in a leadership role. The final retreat allows participants to synthesize and evaluate the process and develop new personal and professional objectives.

SUCCESSES

Each college submitted names of candidates to the Leadership Academy's advisory board. Twenty participants were accepted during the first year of the Beacon project, and 17 in the second year. Internships at the "home" college were designed jointly by the intern and the president of the college. At the regional retreats participants reviewed internship projects, visited local sites such as a medical center and a settlement school, learned about the special cultural qualities of Appalachian people, and studied economic issues of the area. All participants were required to submit a written report of their experience—in keeping

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with the focus of the Academy as a personal and professional growth opportunity.

Although it will take a while to determine the impact of the Leadership Academy, it represents a highly visible and well-supported effort to bring minorities and women into leadership positions in Kentucky's community colleges. The Leadership Academy continues with substantial state support.

SPINOFFS

The Leadership Academy is credited for helping faculty move into leadership roles earlier than anticipated. The Beacon grant leveraged approximately $375,000.

ASSOCIATE COLLEGES

Ashland Community College, Ashland, KY; Charles Dassance, President and Project Coordinator

Elizabethtown Community College, Elizabethtown, KY; Charles E. Stebbins, President and Project Coordinator

Hazard Community College, Hazard, KY; G. Edward Hughes, President and Project Coordinator

Henderson Community College, Henderson, KY; Patrick R. Lake, President and Project Coordinator

Hopkinsville Community College, Hopkinsville, KY; A. James Kerley, President and Project Coordinator

Jefferson Community College, Louisville, KY; Richard Green, President and Project Coordinator

Lexington Community College, Lexington, KY; Janice Friedel, President

Madisonville Community College, Madisonville, KY; Arthur D. Stumpf, President and Project Coordinator

Maysville Community College, Maysville, KY; James C. Shires, President and Project Coordinator

Owensboro Community College, Owensboro, KY; John M. McGuire, President and Project Coordinator

Paducah Community College, Paducah, KY; Leonard F. O'Hara, President and Project Coordinator

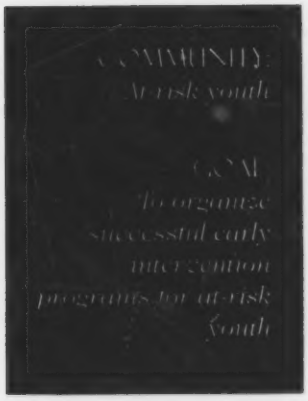
Prestonsburg Community College, Prestonsburg, KY; Deborah Lee Floyd, President and Project Coordinator

Somerset Community College, Somerset, KY; Rollin J. Watson, President and Project Coordinator

Southeast Community College, Cumberland, KY; W. Bruce Ayers, President and Project Coordinator

DEVELOPING WINNERS IN OUR COMMUNITIES: PARTNERSHIPS FOR AT-RISK STUDENTS IN URBAN/RURAL SCHOOLS

INITIATIVES



Concerned about at-risk youth in their community, and seeing how few of them completed high school or attended college, Lake Michigan College piloted two early intervention programs: *Winner Within* and *Mini-MET*. The *Winner Within* program, which included a sponsor or mentor for each child, encouraged urban students to stay in school and attend college. The *Winner Within* program grew from previous involvement with a particular group: 76 students (90 percent minority) who as sixth-graders in 1987 were promised scholarships to attend Lake Michigan College upon their high school graduation. The Whirlpool Foundation provided a grant to administer the program and the college raises additional funds through auctions. The *Mini-Met* program, modeled after the Michigan Eduational Trust programs, encouraged sixth-graders in a rural school system to save $3.00 weekly towards tuition and fees at Lake Michigan. Prior to the Beacon project, all of these students had been introduced to the college through a series of educational and social experiences designed to interest them in higher education.

SUCCESSES

The Beacon project allowed Lake Michigan to help other community colleges develop programs similar to *Winner Within* and *Mini-MET*. The Associate Colleges participated in four workshops and then tailored activities to meet their own local needs. At update sessions they reported progress and shared ideas on solutions to problems. Several special sessions helped students overcome stereotypes and negative assumptions about other cultural groups, including Native Americans, Black Americans, and Hispanic Americans. Four "College-Level Learning" workshops were conducted for the *Winner Within* and other college-bound students. Two "Focus on the Future" workshops invited minority students to discuss financial aid and other areas of concern.

Impressive keynote speakers inspired the students and faculty. The executive director of the National Black Youth Leadership Council, Dennis Watson, spoke to 250 students, faculty, and staff about challenges facing students in the 1990s. Eugene Lang, founder of the *"I Have a Dream" Foundation*, spoke at the final workshop. At a formal Scholarship Dinner honoring the *Winner Within* students, each was presented with a scholarship certificate for tuition at Lake Michigan College. Collectively, the colleges worked with more than 1,300 at-risk youth during the Beacon project.

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The Associate Colleges had their own successes. College of Lake County's *Project Succeed* offers tuition-free scholarships to students who graduate from high school. Grand Rapids Community College has summer outreach camps and a career directions program for youth aged eight to seventeen. Jackson Community College's *CARE* (Concerned Adults Responding Early) program provides after-school and summer activities as part of its tuition scholarship program for youth who graduate. *Project Success* at Kalamazoo Valley Community College features summer academic camps for eighth graders. South Suburban College's *Project Success* is a combination of the *Winner Within* and *Mini-MET* programs. The *Education PLUS* mentorship program at Washtenaw Community College targets fifth and sixth grade students and helps prepare them for college, complete with a full two-year scholarship. Sixth graders in the Waubonsee Community College area participate in *Road to Success*, also a mentoring and scholarship program.

SPINOFFS

Of Lake Michigan's original 76 sixth-graders, 50 are still being tracked and many are now enrolled at the community college that supported them. Overall, the Beacon project strengthened Lake Michigan's early intervention programs, increased its understanding of at-risk students, and built partnerships with schools, community groups, and parents. The college is working on mentor training programs for area businesses and other groups.

A mentor training manual was produced for the Whirlpool Corporation and a two-day workshop was conducted for 22 secretaries from the company who would serve as mentors.

ASSOCIATE COLLEGES

College of Lake County, Waukegan, IL; Eleanor Murkey, President; Oneida Henry and Eleanor Murkey, Project Coordinators

Grand Rapids Community College, Grand Rapids, MI; Richard W. Calkins, President; Pat Pulliam, Mauricio Jimenez, Elias Lumpkins, and Shirley West, Project Coordinators

Jackson Community College, Jackson, MI; Lee Howser, President; Patrick Palmer, Annette Householder, and Michael Smith, Project Coordinators

Kalamazoo Valley Community College, Kalamazoo, MI; Marilyn J. Schlack, President; Reba Poulson, Project Coordinator

South Suburban College, South Holland, IL; Richard W. Fonte, President; Phyllis Davis, Ellis Falk, and Holly Sadowski, Project Coordinators

Washtenaw Community College, Ann Arbor, MI; Gunder A. Myran, President; David Beaumont, Arnett Chisholm, Donna Crudder, and Donald Sims, Project Coordinators

Waubonsee Community College, Sugar Grove, IL; John J. Swalec, President; Gonzalo Arroyo, Richard Healy, and Sylvia Maisonet, Project Coordinators

OTHER PARTNERS

Whirlpool Corporation, Benton Harbor, MI

RESOURCES PRODUCED

Developing Winners in Our Communities. (1994). Benton Harbor, Michigan: Lake Michigan College.

Developing Winners in Our Communities: Lake Michigan College Beacon Project. (1994). Benton Harbor, Michigan: Lake Michigan College. (video).

Focus on the Future: College-Level Learning. Benton Harbor, Michigan: Lake Michigan College. (workshop materials).

Mentor Training Materials for At-Risk Youth: Annotated Bibliography. (1994). Benton Harbor, Michigan: Lake Michigan College.

The Road to Mentoring. (1994, May). Benton Harbor, Michigan: Lake Michigan College.

Winner Within Parent Handbook. (1994). Benton Harbor, Michigan: Lake Michigan College.

Winner Within Sponsor's Handbook. (1994). Benton Harbor, Michigan: Lake Michigan College.

BEST COPY AVAILABLE

INITIATIVES

COMMUNITY: *Community colleges, and their communities, across the nation*

GOAL: *To help urban community colleges create and enhance education coalitions for systemic change*

Maricopa sought to move community building beyond the college walls by focusing on education–community coalitions. Created from resources of varied organizations and diverse ideas, coalitions are like new institutions. The Phoenix-area Think Tank—a coalition of 18 school districts, colleges, government agencies, businesses, and community organizations—was the original model that was to be used in the Maricopa Beacon project. The idea was to help community colleges create solid, productive alliances with local schools and community organizations. As the project progressed, the process of coalition building became the focus of attention. It became clear that more information, training, and planning were needed for successful college–community joint ventures.

Following the redesign of a training manual and client surveys to determine key interests, a series of workshops was designed to help the process. Associate College leaders helped provide names of potential workshop participants. The first one in Phoenix drew about 50 people, with nearly equal numbers of individuals from education and community organizations. Money for travel was a big problem for ensuing workshops and one had to be cancelled. Subsequent workshops in Orlando and Hawaii had lower attendance but participants showed strong interest in the topic of building and enhancing education coalitions.

SUCCESSES

The project evolved into eight workshops—two in Phoenix, one in Orlando, four in Hawaii, and one in Oklahoma City. They served a total of 43 colleges and 139 people, some of whom were college directors of community-building projects. The workshops included sessions on the role of coalitions themselves as community leaders.

Among the best practices identified in getting coalitions off the ground were the use of a trained facilitator, time for open dialogues, staff support, a "process owner" (someone who can "see" the group maturing), and, especially, a common vision.

Survey returns from 109 community colleges provided information about coalitions in which community colleges were taking the lead, who they were serving, and issues being addressed. The most interesting findings were that those who had operated coalitions for more than four years

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(the average was 4.67 years) found that it was much more beneficial to apply "lessons learned" when developing projects, rather than to try to use a program replication "cookbook" approach. Each successful coalition budgeted not only for specific resources, but also for the *time* for participants to become comfortable with each other.

SPINOFFS

The Think Tank coalition is developing a community-wide professional development and evaluation center where colleges, schools, businesses, government agencies, and community services organizations are sharing their "best practices" in teaching and training. Phoenix College has developed classes for neighborhood associations on how they can access their school, college, and community resources. Partnering with the Community College of Aurora and Hagerstown Junior College, Maricopa co-sponsored the September 1994 Beacon Community Forum on service learning and coalition building.

ASSOCIATE COLLEGES

Calhoun State Community College, Decatur, AL; Richard Carpenter, President

City Colleges of Chicago, Chicago, IL; Ronald Temple, Chancellor

Collin County Community College, McKinney, TX; John Anthony, President

Community College of Philadelphia, Philadelphia, PA; Frederick Capshaw, President

Cuyahoga Community College, Cleveland, OH; Jerry Sue Thornton, President

Delgado Community College, New Orleans, LA; Ione Elioff, President

El Paso Community College District, El Paso, TX; Adriana Barrera, President

Houston Community Colleges, Houston, TX; James Harding, Interim Chancellor

Johnson Country Community College, Overland Park, KS; Charles Carlsen, President

Los Angeles Community College District, Los Angeles, CA; Neil Yoneji, Chancellor

Oklahoma City Community College, Oklahoma City, OK; Robert Todd, President

Peralta Community College District, Oakland, CA; Albert Harrison, Interim Chancellor

San Diego Community College District, San Diego, CA; Augustine Gallego, Chancellor

San Francisco Community College District, San Francisco, CA; Del Anderson, Chancellor

San Jose/Evergreen Community College District, Ronald Kong, Chancellor

St. Louis Community College District, St. Louis, MO; Gwendolyn Stephenson, Chancellor

University of Hawaii Community College System, Honolulu, HI; Joyce Tsunoda, Chancellor

Valencia Community College, Orlando, FL; Paul Gianini, Jr., President

RESOURCES PRODUCED

Beauchamp, J. (1995). "The Role of the Community College in Building Communities through Coalitions." In *The Company We Keep: Collaboration in the Community College*, by J. E. Roueche, L. S. Taber, and S. D. Roueche.

Community College-Based Education Coalition (directory).

Creating and Strengthening Education Coalitions (trainer's notebook).

INFOBASE (a database of talents and resources in community colleges).

INFOSOURCE (a directory of coalition sites, including their target population, focus areas, and training needs).

THE UNDERGRADUATE EXPERIENCE: MASSACHUSETTS COMMUNITY COLLEGES BUILDING COMMUNITY BY ASSESSING THE OUTCOMES

INITIATIVES

COMMUNITY
Community college administrators, faculty, and students in Massachusetts

GOAL
To implement a much-needed assessment program in order to meet institutional goals

A collaboration of six Massachusetts community colleges, led by Massachusetts Bay Community College (MBCC), was formed in the summer of 1990 to establish and put in place institutional assessment strategies. The idea was to enable the colleges to respond more concisely to both the assessment requirements of the Massachusetts Board of Regents and to the recommendations of the *Building Communities* report. Upon termination of project funding, each of the six Associate Colleges would be assigned to one or more of the remaining community colleges in the state to work as partners in replicating the project activities. The intent was to establish by 1994, within the entire 15-member Massachusetts community college system, assessment programs sensitive to each institution's needs yet in compliance with the Regents' mandate.

Each campus established an Assessment Task Force of 10 to 20 participants, comprising key academic administrators, student services staff, and an interdisciplinary selection of faculty. The project was highlighted at statewide presidents' and chief academic officers' meetings to ensure that participating campuses received the highest level of administrative support.

SUCCESSES

In fall 1990, the Assessment Task Forces each developed strategies to address outcomes at their own institutions and identified key personnel to help. MBCC presented a teleconference, "Institutional Effectiveness: Look at Student Outcomes and Assuring Institutional Success in Community, Technical, and Junior Colleges," and led the other colleges in selecting special bibliographic collections of assessment information and materials for faculty and staff use. MBCC also established a Competencies Integration Task Force to assist project members. It sponsored a series of regional professional development workshops on teaching and learning and assessment.

A key feature of the project was that three colleges were able to generate a particularly high level of administrative and trustee interest. At MBCC the board chairman established a Building Communities Committee that adopted, among other things, a proposal for an additional graduation requirement in Civic Literacy and

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the implementation of a community service requirement for all students. Northern Essex established an Ad-Hoc Assessment Committee to integrate a continuous process of review and revision of assessment practices. Quinsigammond established a faculty-based Strategic Planning Committee whose recommendation of a methodology for a general assessment review project was accepted by the college trustees.

A variety of implementation efforts were successful. Assessment Task Forces at each college identified issues and strategies specific to their own institutions. The assessment of reading, writing, mathematics, and language skills was evaluated, and existing practices underwent extensive revision. Northern Essex and Cape Cod completely re-engineered their assessment process for incoming students based on the MBCC model. Programs were expanded to include both entrance and exit requirements. Assessment procedures now encompass full- and part-time students.

The Beacon project in Massachusetts faced special challenges. Each of the participating campuses experienced considerable disruption between 1990 and 1993 due to a severe fiscal crisis in the state, consequent reductions in financial support, the dissolution of the Board of Regents, and threats of closure to four community colleges, including MBCC.

Nevertheless, the long-term results are impressive. The Associate Colleges continued their discussions, which eventually led to the mandatory intake and exit assessment of basic skills.

ASSOCIATE COLLEGES

Bunker Hill Community College, Boston, MA; C. Scully Stykes, President; Judith Sanford Harris, Project Coordinator

Cape Cod Community College, Barnstable, MA; Richard A. Kraus, President; Richard Nastri, Project Coordinator

Mount Wachusett Community College, Gardner, MA; Daniel Asquino, President; Paul Susen, Project Coordinator

Northern Essex Community College, Haverill, MA; John R. Dimitry, President; David Kelley, Project Coordinator

Quinsigamond Community College, Worcester, MA; Sandra Kurtinitis, President; John Don, Project Coordinator

Springfield Technical Community College, Springfield, MA; Andrew M. Seibelli, President; Georgena Van Strat, Project Coordinator

SPINOFFS

The extensive curriculum work that evolved, along with trustee interest and participation, were unexpected benefits of the projects. In addition, the professional development workshops developed into an annual spring workshop on assessment featuring national experts.

With the dismantling of the Board of Regents' Central Office—which was to monitor compliance with the state assessment mandate—the AACC/Kellogg Beacon Project became the catalyst for implementing the statewide assessment initiative. It was viewed as an essential factor in the Associate Colleges' ability to initiate a serious evaluation of current practices and implement effective campus-based strategies. Every college now requires mandatory assessment of students entering the day program, and nine also require it of continuing education students. Six have implemented assessment exit programs modeled on the MBCC approach. More than 35,000 students at Massachusetts community colleges are now being assessed as a result of the Beacon initiative, compared to fewer than 5,000 before Beacon.

RESOURCES PRODUCED

Resource libraries at each campus.

Recruitment publications.

Staff development publications.

66 BEST COPY AVAILABLE

BUILDING A COMMUNITY OF DIVERSE LEADERSHIP: CLEARINGHOUSE FOR EXEMPLARY PRACTICES IN LEADERSHIP DIVERSITY

COMMUNITY
Community colleges in seven states

GOAL
To develop programs that value diversity and build diverse community college leadership teams

INITIATIVES

Metropolitan Community College and its nine Associate Colleges collaborated to help develop new leadership teams for the 21st century, specifically to develop individually designed programs for their own institutions. "Leadership diversity" was understood to include such issues as management, staff development, equal opportunity, open access, and multiculturalism. With strong leadership from its president, Metro got the Beacon project off to a good start by establishing the Clearinghouse for Exemplary Practices in Leadership Diversity. A strong network developed among the colleges for exchange of information, which helped focus particular staff development programs, revisions in personnel practices, and curriculum and classroom techniques to foster multicultural sensitivity.

SUCCESSES

The Clearinghouse became a critical component of the project by producing and distributing six issues of a national newsletter and special annotated bibliographies on diversity. It also produced a transcript of an audio conference on leadership diversity and provided consultation and resource materials to individual colleges inside and outside the consortium. The Clearinghouse helped Associate College coordinators conduct pre- and post-project attitude surveys to assess the "diversity climate" at their colleges. Two face-to-face meetings enabled Beacon participants to form a community among themselves that encouraged creativity and resource sharing. A national teleconference, "Achieving Leadership Diversity: Education's Challenge," was broadcast in November 1992.

The Associate Colleges were quite productive, creating a permanent multicultural display, revising college mission statements, developing a racial harassment policy, approving budgets for leadership diversity activities, implementing a faculty mini-grant program, sponsoring multicultural staff development sessions, developing a Minority Participation Plan, conducting a Native American conference, holding workshops on cultural sensitivity, and spearheading new events for students.

METROPOLITAN COMMUNITY COLLEGE

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SPINOFFS

Some of the participating colleges secured permanent funding for diversity positions or activities; others incorporated them into existing offices or programs. Metro established two task forces to implement a "managing diversity" plan for the college and held study circles for most of its employees to discuss and evaluate in depth Metro's plans and commitment to valuing diversity.

ASSOCIATE COLLEGES

Austin Community College, Austin, TX; Bill Segura, President; Exalton Delco, Project Coordinator

Central Community College, Grand Island, NE; Joseph W. Preusser, President; Vikki Jaeger, Project Coordinator

Front Range Community College, Westminster, CO; Tom Gonzales, President; John Chin, Project Coordinator

Hennepin Technical College, Plymouth, MN; Ronald M. Carter, President; Sharon Grossbach, Project Coordinator

Kirkwood Community College, Cedar Rapids, IA; Norman Nielsen, President; Lois Nanke, Project Coordinator

Madison Area Technical College, Madison, WI; Beverly Simone, President; Deborah Newsome, Project Coordinator

The Metropolitan Community Colleges, Kansas City, MO; Wayne E. Giles, Chancellor; Chris A. Butler, Project Coordinator

Western Iowa Technical Community College, Sioux City, IA; Robert E. Dunker, President; Larry Bolanos, Project Coordinator

Western Community College Area, Scottsbluff, NE; John N. Harms, President; Jane Hunter, Project Coordinator

RESOURCES PRODUCED

Beacon Project Survey Findings: Fall 1991 (Pre-) vs. Fall 1992 (Post-) for Metropolitan Community College. (1993, June). Omaha, Nebraska: Metropolitan Community College.

Building a Community of Diverse Leadership at Austin Community College. (1992). Austin, Texas: Austin Community College.

Great Plains Beacon. (1991–1993). Omaha, Nebraska: Metropolitan Community College. (newsletter).

Simpson, M. M., Ed. (1993). *Beyond the Vision: Implementation Strategies for Diversifying Community College Leadership.* Omaha, Nebraska: Metropolitan Community College. (ERIC Document Reproduction Service No. ED 361 041).

Simpson, M. M. and Gilliland, J. R. (1994). "Pressures from Within: Is the Community College Workplace Undermining Diversity?" *AACC Journal,* 64(3), 30–33.

BUILDING COMMUNITY IN THE CLASSROOM THROUGH MULTIMEDIA TECHNOLOGY IN FEEDER HIGH SCHOOLS

INITIATIVES

Miami-Dade Community College conducted two multimedia institutes that increased the academic knowledge and skills of Associate College representatives through the use of technology. The project aimed to increase the integration of multimedia technology into the curriculum at participating colleges and their feeder high schools, and to develop a model for training and supporting teachers in their efforts. Participants received individual assistance during two, week-long training institutes.

COMMUNITY
Community college faculty in a variety of disciplines, their students, and teachers and students in feeder high schools

GOAL
To train high school and college teachers in multimedia instructional technology

SUCCESSES

The project reached a wide range of faculty in diverse disciplines, including journalism, nursing, nutrition, mathematics, photography, political science, music, English, and sociology. At the multimedia institutes, the community college faculty as a group produced a special CD-ROM disk that served as a multimedia resource for the Associate Colleges and their local high schools. The fact that the Beacon participants came from different parts of the country resulted in a diversity of perspectives and contributed to the richness of the CD-ROM disk. Each participant also developed a multimedia project—presentation, instructional drill and practice, tutorial, etc.—that would be used in the instructor's home setting.

As a result of an extensive series of workshops that followed the initial institute, more than 1,850 individuals were trained in multimedia technology. More than 80 high schools received training. Teachers were pleased to learn that using multimedia to develop instructional materials is doable.

Every Associate College continued its activities beyond the grant period, some with additional external grants, some with reassigned faculty time. Montgomery College conducted a series of presentations on "Leaving Your Chalk in Your Dust."

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William M. Stokes, Campus President
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Roberta Stokes, Center for Teaching and Learning
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SPINOFFS

Several spinoff activities followed. A two-year degree program in multimedia evolved at Lane Community College. Miami-Dade built on the success of the Beacon project to secure a Title II state grant, through which another CD-ROM disk and a videodisk were produced and distributed to all 250 elementary, middle, and high school science teachers in the Dade County Public School District. The Beacon spirit led also to special networking among the eight colleges and joint grant opportunities with other community colleges, universities, high schools, and private software companies. Approximately $150,000 in outside funds were leveraged by the Beacon grant.

ASSOCIATE COLLEGES

Broward Community College, Ft. Lauderdale, FL; Willis Holcombe, President; Andra Popkin, Project Director

Lane Community College, Eugene, OR; Jerry Moskus, President, Linda Loft, Project Director

Mississippi Gulf Coast Community College, Gautier, MS; Royce B. Luke, President; Chuck Whitmore, Project Director

Monroe Community College, Rochester, NY; Peter Spina, President; Suzanne El Rayess, Project Director

Montgomery College, Rockville, MD; Robert Parilla, President; Suzanne Liggett, Project Director

Paradise Valley Community College, Phoenix, AZ; Raul Cardenas, President; Donna Rebadow, Project Director

Phoenix College, Phoenix, AZ; Marie Pepicello, President; Jim Walters, Project Director

OTHER PARTNERS

Discovery Systems

RESOURCES PRODUCED

Beacon College Multimedia Resource Library. (CD-ROM disk).

REGIONAL ORIENTATION AND LEADERSHIP TRAINING NETWORK FOR LANGUAGE MINORITY STUDENTS AT NEW JERSEY COMMUNITY COLLEGES

INITIATIVES

COMMUNITY
International students at New Jersey community colleges, and the faculty and staff who serve them

GOAL
To help ensure the success of nontraditional English-speaking college students

International students usually spend only one or two semesters at Middlesex County College (MCC) and other New Jersey community colleges before transferring to a four-year institution, but many are not successful due to language and cultural difficulties. To try to remedy the situation, MCC used a small grant in 1987 from the National Association for Foreign Student Affairs to experiment with approaches that would improve the retention rate of students who remained at the college for more than two semesters. The result was a recognition of three important factors: the international students' isolation on campus, their unfamiliarity with American culture and expectations, and faculty misunderstandings about cultural differences that affect learning and classroom behavior. These areas were the focus of the Beacon project.

The five Associate Colleges, already aligned with MCC through the New Jersey Collegiate Consortium for International/Intercultural Education, helped develop and implement off-campus, overnight weekend orientation and leadership training programs for language-minority students. During the first year of the project, MCC involved about 30 students and their five faculty advisors in planning the overnight orientation. They invited three faculty and five students from each of the other colleges, with the goal of demonstrating how to hold a successful orientation and inspiring the other colleges to hold similar orientations the following year. A series of regional meetings and presentations were conducted.

SUCCESSES

Outcomes of the Beacon project exceeded expectations, particularly in the renewed interest in serving international students. The Associate Colleges have implemented their own overnight orientations, and other colleges have contacted MCC about establishing similar programs. At MCC, the orientation program increased international student retention by an impressive 97 percent. The consortium worked well partly because it had already been in place. The overnight weekend helped solidify relationships with both faculty and students, and

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students with students. Its social aspects and outdoor activities helped reinforce connections that continued back on the campus.

SPINOFFS

The overnight orientations have continued with funding from grants, student activities, fund raisers, club funds, and other sources.

ASSOCIATE COLLEGES

Atlantic Community College, Mays Landing, NJ; John T. May, President; Yechiel Lehavy, Project Coordinator

Burlington County College, Pemberton, NJ; Robert C. Messina, Jr., President; Carole Gavin, Project Coordinator

County College of Morris, Randolph, NJ; Edward Yaw, President; Sam Pfaffenroth, Project Coordinator

Cumberland County College, Vineland, NJ; Roland J. Chapdelaine, President; Nancy Kozak, Project Coordinator

Raritan Valley Community College, Somerville, NJ; Cary Israel, President; Tulsi R. Maharkan, Project Coordinator

RESOURCES PRODUCED

International Orientation and Leadership Handbook.

DETERMINING THE COMMUNITY COLLEGE'S EFFECTIVENESS: DEVELOPING COMMUNITY-SPECIFIC MODELS

INITIATIVES

COMMUNITY: *State community college system in South Carolina*

GOAL: *To design and implement assessment procedures and models for institutional effectiveness*

Often, the effectiveness of community colleges is judged by university standards that do not reflect the unique mission of the community college. To rectify this situation, Midlands Technical College led the South Carolina Technical College System in designing, testing, and distributing assessment models suitable for use in community colleges with varying student enrollments in both urban and rural settings. Beacon funds supported seven small grants for pilot projects at consortium colleges in the areas of entry placement (Horry-Georgetown), student success and placement (York), library effectiveness (Florence-Darlington), tracking transfer students (Greenville), and alumni review (Tri-County). Two projects were conducted by other groups: finance/administration and facilities (chief financial officers) and student development services (chief student services officers).

An important part of the project was the development of faculty and staff expertise in external program review and on using assessment results for decision-making. A clearinghouse and newsletter of assessment information was also distributed statewide and nationally. Two state workshops in 1991 and 1992 offered training in state compliance and accountability, use of licensure exam information, student success, and others areas.

SUCCESSES

By sharing research and expertise, a statewide institutional effectiveness support system was developed for South Carolina's 16 technical colleges. Assessment instruments and methodologies were developed and field tested for: entry placement, library effectiveness, retention, alumni follow-up, financial processes, facilities, student development services, and assessment of the major. The support administration and facility surveys were expanded to become one user perception survey. A reporting cycle for mandated assessment in South Carolina was also completed.

Clearinghouse materials and bibliographic lists housed at Midlands were available to consortium members. Five issues of the *I.E. In Focus* newsletter were distributed to community colleges nationally. The project ensured that South Carolina's technical college system has a cadre of professionals trained in assess-

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ment processes and in collaborating to maximize resources. It garnered strong support from college presidents in the state.

SPINOFFS

The consortium work continued beyond the grant period, supported by individual colleges. The successful newsletter was continued for an additional year with funding from the Consortium for Institutional Effectiveness and Student Success in the Community College. The network of individuals with expertise in assessment continues.

ASSOCIATE COLLEGES

Aiken Technical College, Aiken, SC; Kathleen A. Noble, President; Charles Parker, Project Coordinator

Central Carolina Technical College, Sumter, SC; Herbert C. Robbins, President; Kay Rhoads, Project Coordinator

Chesterfield-Marlboro Technical College, Cheraw, SC; Ronald W. Hampton, President; Jackie Brooks, Project Coordinator

Denmark Technical College, Denmark, SC; Joann R. G. Boyd, President; Carolyn Fennell, Project Coordinator

Florence-Darlington Technical College, Florence, SC; Charles W. Gould, President; Terry Alexander, Project Coordinator

Greenville Technical College, Greenville, SC; Thomas E. Barton, Jr., President; F. M. Rogers, Project Coordinator

Horry-Georgetown Technical College, Conway, SC; D. Kent Sharples, President; Garry Davis, Project Coordinator

Orangeburg-Calhoun Technical College, Orangeburg, SC; Jeffrey R. Olson, President; Faye Pendanis, Project Coordinator

Piedmont Technical College, Greenwood, SC; Lex D. Walters, President; Dick Shelton, Project Coordinator

Spartanburg Technical College, Spartanburg, SC; Jack A. Powers, President; Jo Ellen Cantrell, Project Coordinator

Technical College of the Lowcountry, Beaufort, SC; Anne S. McNutt, President; Robert Hogan, Project Coordinator

Tri-County Technical College, Pendleton, SC; Don Garrison, President; Ann Libby, Project Coordinator

Trident Technical College, Charleston, SC; Mary Dellamura Thornley, President; Rich Johnson, Project Coordinator

Williamsburg Technical College, Kingstree, SC; Norman H. Scott, President; Beverly Grossman, Project Coordinator

York Technical College, Rock Hill, SC; Dennis F. Merrell, President; Jo Ann Gardiner, Project Coordinator

OTHER PARTNERS

South Carolina State Board for Technical and Comprehensive Education

RESOURCES PRODUCED

Assessment instruments (available by request to Midlands Technical College Office of Research and Analysis).

Cannon, D., et al. (1992, August). *Institutional Effectiveness Resource Manual.* Columbia, South Carolina: South Carolina State Board for Technical and Comprehensive Education. (ERIC Document Reproduction Service No. ED 358 874).

I. E. In Focus . Volumes 1–2. (1990–1991). Columbia, South Carolina: Midlands Technical College.

INITIATIVES

COMMUNITY
Community college faculty and administrators in a variety of disciplines

GOAL
To create faculty development programs to teach critical thinking, reading, and writing courses across the curriculum

A Critical Literacy Institute was designed to implement the Beacon project. The Institute began with a week-long seminar at Oakton Community College in January 1992 and continued through the Associate College network. Teams of faculty and administrators examined several topics: critical thinking; the connection between critical thinking and the critical literacy classroom; ways that cognitive development, learning styles, and gender affect teaching and learning; tools for teaching critical literacy; design of classroom materials and activities; and development of a successful college-wide critical literacy program. Site visits and personal communication followed this formal program.

SUCCESSES

Important changes occurred at classroom, participant, and institutional levels. The intensity of the Institute served not only to heighten the participants' awareness of the scope of change implied in the critical literacy classroom model, but also to forge important links among the network of colleges. Institute instructors continued to serve as mentors to the Associate Colleges as they began implementing their own programs. In April 1992 Oakton conducted its fifth annual national conference on Critical literacy, attended by nearly 400 faculty from around the country, including the Associate Colleges. A subsequent four-day seminar in April 1993 reinforced previous training and, more importantly, collaborative partnerships with upper-level administrators. Two topics identified by Beacon participants were highlighted—multicultural issues and assessment of critical thinking skills and dispositions.

More than 400 faculty at the Associate Colleges learned about critical literacy. William Rainey Harper, Madison Area Tech, and Montgomery conducted year-long faculty development programs, and the others sponsored a variety of short-term symposia and workshops. One of the colleges created a resource library. At North Idaho critical literacy has become the umbrella structure for faculty development efforts on assessment, writing, humanities enrichment, and the development of the general education core curriculum.

The Institute unequivocably achieved its goal of

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Richard Storinger,
Dean, Communications Division

creating a vital collaborative network of colleges committed to critical literacy programs.

SPINOFFS

The capstone of the Beacon project was the development of a seven-part series of videoprograms for PBS' Adult Learning Satellite System. Some 200 high schools, colleges, and universities have ordered part or all of the series to use in their own faculty development programs.

The project served as the primary catalyst in transforming faculty development efforts. It also revitalized the spirit of educational reform through the continued contacts among the Associate Colleges. Many of the collaborative relationships are being continued through the Internet. By summer 1993 more than $400,000 in institutional support had been leveraged by the Beacon grant. The mentor relationships continue to be a strength of the project, blossoming and supporting Associate College program activities, including a second full year of faculty seminars at Montgomery College.

Many participants became interested in what makes an individual predisposed toward critical thinking, and in September 1993 Oakton began research on the impact of critical thinking initiatives on classroom outcomes and students in general. Does one's tendency to think critically change over time? Is it influenced by course, gender, or age? Is it associated with academic achievement? Preliminary results suggest that gender and age play an important role, and that maintaining the motivation to think critically may be an issue.

ASSOCIATE COLLEGES

Madison Area Technical College, Madison, WI; Beverly Simone, President; Carol Holmes, Project Coordinator

Montgomery College, Rockville, MD; Robert Parilla, President; Christine McMahon, Project Coordinator

North Arkansas Community College, Harrison, AR; Bill Baker, President; Joan Lipsmeyer, Project Coordinator

North Idaho College, Coeur d'Alene, ID; C. Robert Bennett, President; Kathleen Baird, Project Coordinator

North Lake College, Irving, TX; Jim Horton, President; Yvonne Abatso, Project Coordinator

Owensboro Community College, Owensboro, KY; John N. McGuire, President; Jennifer Stevens, Project Coordinator

Truman College, Chicago, IL; Donald Smith, President; Barbara Kessel, Project Coordinator

William Rainey Harper College, Palatine, IL; Paul N. Thompson, President, Lee Vogel, Project Coordinator

RESOURCES PRODUCED

"Towards a Definition of Critical Literacy." In *Discourse* (Truman College magazine).

Teaching for Critical Thinking (seven-part series of videoprograms for PBS).

THE COMMUNITY OF THE FUTURE IS THE CLASSROOM OF TODAY: USING CLASSROOM ASSESSMENT TECHNIQUES FOR PRO-DIVERSITY STRATEGIES

INITIATIVES

COMMUNITY: *California community college presidents, information officers, campus leaders, faculty, and students*

GOAL: *To make diversity a critical element in classroom and campus climate*

In California the minority is the majority. Recognizing the implications of this demography, Rio Hondo College began with the premise that change has happened, it is vital, and its needs must be met. The Beacon project goals were threefold: to build diverse communities in the classroom, to build community with campus leaders, and to build a campus climate that supports diversity. The community-building project goals fit nicely with previous campus and community initiatives.

For the classroom part of the project, the working premise was that the classroom *is* the community. When the classroom maximizes diversity, it serves as a microcosm of a diverse society. Rio Hondo and its Associate Colleges incorporated active learning strategies, collaborative learning techniques, and anti-bias and pro-diversity materials into the college classrooms. The project focused on teaching and learning: increasing the use of inclusive, pro-diversity curricula and methods across programs and increasing the success of students from all groups in California. At the same time, Beacon leaders including Rio Hondo's president led efforts to encourage college leaders at every level to become advocates for diversity and to plan for an institutional climate that supports diversity.

SUCCESSES

Nine colleges used the concept of community-building to address difficult and sometimes explosive issues facing California campuses. A two-day conference that kicked off the project in November 1991 stressed the importance of valuing diversity in education and in reaching people who are in a position to influence others. At least ten faculty development workshops later featured approaches for addressing issues of diversity in the classroom—and for creating positive climates for learning. The Cross-Angelo classroom assessment technique was used at each campus, and faculty learned how to develop a multicultural curriculum in any discipline. Participants learned to appreciate invisible as well as obvious cultural values.

A live teleconference, "Voice and Visibility: Improving Gender and Ethnic Relations in the Classroom," was

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broadcast nationally in March 1992. Produced by Rio Hondo and sponsored by the American Association of University Women, it focused on practical strategies for overcoming biases in the classroom and on campus.

Several pro-diverse curriculum and methods and materials were developed across disciplines. More than 50 faculty were trained and in-service programs were provided to 1,000 college staff.

SPINOFFS

Partnering with fellow Beacon Colleges, Kapi'olani Community College and Kalamazoo Valley Community College, in June 1994 Rio Hondo sponsored a Beacon Community Forum, "International Markets: Redefining Our Training Needs and Practices," to examine diversity and international trade. Among the panelists were a former Soviet diplomat, Japanese and Vietnamese businessmen, and experts on immigration issues and the North American Free Trade Agreement. The event triggered discussions of bridges between nations and about where a community college can and should fit in. The three community colleges have continued through 1995 to "think collaboration" as new international/intercultural opportunities arise.

Some $150,000 was leveraged by the grant—more than three times the grant itself.

> The key challenge facing the community colleges in the 1990s is to develop leadership that represents the diversity of their students and communities.
>
> —Beacon College President

ASSOCIATE COLLEGES

Cerritos College, Norwalk, CA; Fred Gaskin, President; Jackie Lemen and Cesi Medina, Project Coordinators

College of the Desert, Palm Desert, CA; David George, President; Diane Ramirez, Project Coordinator

Cuesta College, San Luis Obispo, CA; Grace N. Mitchell, President; Darlene Smith, Project Coordinator

Mt. San Antonio College, Walnut, CA; William H. Fedderson, President; Patti Flannigan and Jim Ocampo, Project Coordinators

Oxnard College, Oxnard, CA; Elise Schneider, President; Cheryl Shearer and Marsha Albert, Project Coordinators

Palomar College, San Marcos, CA; George R. Boggs, President; Patrick Schwerdtfeger and Doris Pichon, Project Coordinators

Rancho Santiago College, Santa Ana, CA; Vivian B. Blevins, Chancellor; Julie Slark, Project Coordinator

Santa Barbara City College, Santa Barbara, CA; Peter R. MacDougall, President; Georgia Duran, Project Coordinator

Ventura College, Ventura, CA; Robert W. Long, President; Mike Seely, Project Coordinator

RESOURCES PRODUCED

Sanchez, A. (1993). "Diversity in Leadership, Diversity in the Classroom." *AACC Journal*, 63(3), 31–33.

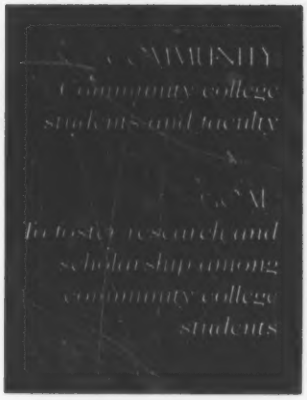
Sigala, C. A. (1993). *The Classroom of Today Is the Community of the Future. The Beacon College Project, Class of 1993, Executive Summary*. Whittier, California: Rio Hondo College.

Various curriculum materials.

RECOGNIZING SCHOLARLY ACTIVITY BY HONORS STUDENTS: REGIONAL CONFERENCES

INITIATIVES

Focusing on the classroom and college as community, Rockland Community College led a coalition of colleges to establish scholarly conferences for honors students in the Mid-Atlantic region. The conferences recognized students' independent research and scholarly presentation. Faculty juries selected papers to be presented and distinguished researchers acted as chief judges; both students and faculty mentors received awards. The aim was to build community through faculty collegiality as they developed the conferences, through student-faculty relationships as research papers were produced, through the interactions of students attending the conferences, between two-year colleges and the four-year institutions that supplied panel judges, and through the communal spirit of the conferences themselves.



Since the idea of a student scholar conference for community college students was a new one, Rockland worked closely with its Associate Colleges to design the process of soliciting research papers, evaluating them, and presenting them in a formal setting. The resulting one-day conference featured morning and afternoon panels at which students presented their papers and ended with a plenary session for awards.

Several approaches were used to help individual faculty members participate at the Associate Colleges: release time, stipends, transportation expenses. Associates received honoraria in the project's second year.

SUCCESSES

The two conferences, "Beacon '93" and "Beacon '94," were enormously successful. In 1993 students from 28 community colleges submitted 99 papers, of which 41 were presented at the conference's 13 panels. Some 175 people attended. The following year, students from 30 colleges offered papers; 16 different panels were created with 49 students presenting and 200 people attending. To obtain overall feedback on the conference, organizers attached the evaluation form to a raffle, creating high interest in evaluation.

Although planners had hoped for papers in all disciplines, many submissions fell into the categories of creative writing, history, psychology, and literature. Deliberate mechanisms will be implemented in future years for soliciting papers in technological areas

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Response to the conferences has been highly positive. The project engaged a large community with prospects for involving still more faculty, students, and community people. It also enlivened already-existing honors programs and led to inquiries from colleges without them. Since submissions were invited from all disciplines, the Beacon spirit pervaded entire campuses. Some students wrote afterwards of their excitement about being a "presenter."

The conferences confirmed that community colleges are indeed a place for high caliber academic accomplishments. Although not an official partner in the Beacon project, Phi Theta Kappa—the community college honor society—sent a representative to each of the conferences.

SPINOFFS

Rockland received one of three AACC Beacon Community Forum grants in 1994 to host a "conference about conferences." Key leaders met with representatives of Phi Theta Kappa and eight other colleges in California, Florida, Michigan, New Jersey, North Carolina, Texas, Virginia, and Washington after "Beacon '94" for an orientation on producing student scholar conferences. The idea was to encourage similar conferences in other regions of the country.

The Beacon leaders' hope for a grassroots movement for continuance of the student scholar conferences has come true. "Beacon '95" was hosted by Dutchess Community College, and Harford Community College will bring "Beacon '96" to Maryland—two full cycles beyond the original AACC/Kellogg grant period. With seven colleges committed to the consortium, the outlook for continuance is good.

ASSOCIATE COLLEGES

Bergen Community College, Paramus, NJ; Judith K. Winn, President; Roanne Angielo, Project Director

Brookdale Community College, Lincroft, NJ; Peter F. Burnham, President; Cathy Folio, Project Director

Catonsville Community College, Catonsville, MD; Frederick J. Walsh, President; Mary Hines and Suzanne Hill, Project Directors

Dutchess Community College, Poughkeepsie, NY; D. David Conklin, President; Judith Kohl, Project Director

Harford Community College, Bel Air, MD; Claudia E. Chiesi, President; Nancy Fertig, Project Director

Kingsborough Community College, Brooklyn, NY; Leon M. Goldstein, President; Thelma Malle, Project Director

Middlesex Community-Technical College, Middletown, CT; Robert Miller, Interim President; Peter Caprioglio, Project Director

Nassau Community College, Garden City, NY; Sean A. Fanelli, President; Carol Farber, Project Director

Westchester Community College, Valhalla, NY; Joseph N. Hankin, President; Carol Klein, Project Director

RESOURCES PRODUCED

Beacon '93: A Conference for Student Scholars at Two-Year Colleges. Proceedings. AACC/Kellogg Beacon College Grant. (1993, June). Suffern, New York: Rockland Community College.

Beacon '94: A Conference for Student Scholars at Two-Year Colleges. Proceedings. AACC/Kellogg Beacon College Grant. (1994, June). Suffern, New York: Rockland Community College.

Kahn, R., Hazelton, N., and Bay, L. (1995). *How to Run a Student Conference.* Suffern, New York: Rockland Comunity College.

BUILDING COMMUNITY THROUGH STUDENT DIVERSITY: CONNECTING NONTRADITIONAL STUDENTS TO THEIR LEARNING COMMUNITIES

INITIATIVES

COMMUNITY: At-risk middle and secondary school students, community college students, and their instructors

GOAL: To connect at-risk students to their learning environments and help them succeed academically

St. Louis Community College at Meramec led a coalition of eleven community colleges and eight middle and secondary schools in a project to invigorate instructors and help students learn better. Determined to connect with students that did not conform to schools' views of "traditional," the Beacon teachers set out to empower students to be active learners. Project leaders invited the Critical Literacy faculty from Oakton Community College to serve as mentors and seminar leaders for a series of workshops on classroom practices held during the 1990–91 academic year. After the training, the Beacon teachers each selected one technique or topic from those presented by the Oakton trainers and agreed to embed it into one course the following semester. Afterwards, the Associate College teachers themselves became presenters for their colleagues in a second series of workshops. They covered a variety of topics: classroom assessment techniques, writing to learn, reading strategies, critical thinking across the disciplines, student diversity and the learning environment, collaborative learning, and assessing teachers and students.

SUCCESSES

Two communities were created—a community of teachers as learners, and learners as teachers. Second-year workshops, led by "homegrown" talents—the Beacon teachers—engaged teachers in ways that allowed them to become students and to experience first-hand new ways of learning and participating in a classroom setting. Collaboration among participants became commonplace, and participants were pleased when their ideas were "stolen" by their colleagues.

A new sixth-grade teacher was surprised but pleased to see that what was important in her classroom was the same as what was important in high school and college classrooms, such as active reading, cooperative learning, and writing across the curriculum. As she implemented techniques learned in the workshops, even so-called at-risk or low-achieving students became enthralled with a writing project and were asking to go to the library. An Associate College teacher introduced critical thinking skills into an Introduction to Word Processing course with equally impressive results:

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improved student satisfaction and a reduction in the course dropout rate from 35 percent to 15 percent. Other Beacon participants reported similar successes in promoting active learning techniques that would reach students who had previously been more apathetic about their classes.

> We truly built community from diversity and I made] "invisible crossings" between disciplines and educational levels to experiment with classroom approaches.
>
> —Beacon project director

Ozarks Technical Community College, (formerly Heart of the Ozarks Community Technical College), Springfield, MO; Norman Myers, President; Mary Farmer, Campus Coordinator

Penn Valley Community College, Kansas City, MO; E. Paul Williams, President; Mary Simpson, Campus Coordinator

St. Charles County Community College, St. Charles, MO; Donald D. Shook, President; Carol Ballantyne, Campus Coordinator

St. Louis Community College at Forest Park, St. Louis, MO; Henry Shannon, President; Hattie Jackson, Campus Coordinator

State Fair Community College, Sedalia, MO; Marvin Fielding, President; Bob Solomon, Campus Coordinator

OTHER PARTNERS

Missouri Association of Community and Junior Colleges, Jefferson City

These Missouri Schools:

Hazelwood East High School, St. Louis

Hazelwood School District, Florissant

Holy Innocents School, St. Louis

Humboldt VPA Middle School, St. Louis

McCluer North High School, Florissant

Parkway East Junior High School, Creve Coeur

St. Justin the Martyr School, St. Louis

Valley Park Elementary School, Valley Park

Valley Park High School, Valley Park

ASSOCIATE COLLEGES

Jefferson College, Hillsboro, MO; Gregory D. Adkins, President; Thomas Burke, Campus Coordinator

Longview Community College, Lee's Summit, MO; Aldo W. Leker, President; Barbara Eubank, Campus Coordinator

Mineral Area College, Flat River, MO; Dixie A. Kohn, President; Elvis Clark, Campus Coordinator

North Central Missouri College, Trenton, MO; James Selby, President; Georgia Lappas, Campus Coordinator

RESOURCES PRODUCED

Mahony, E. M. (1992, June). *Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant.* St. Louis: St. Louis Community College.

Videotapes of seminar presentations; workshop materials.

CHILD DEVELOPMENT TRAINING CONSORTIUM

INITIATIVES

COMMUNITY
Two-year and four-year college faculty in early childhood education programs

GOAL
To create training materials for use with at-risk Native American and Hispanic students in early childhood education programs

The Four Corners area's San Juan College led a collaborative effort among colleges in New Mexico and Arizona that serve rural, poor, culturally diverse regions. Members of the Child Development Training Consortium were invited to contribute materials that reflected a particular strength and expertise in early childhood training. The Beacon grant provided production support for training materials, including technical assistance in video, still photography, writing, graphic design, and reproduction.

The aim was to promote effective learning for at-risk students in early childhood education programs, and in the process to adapt techniques that work well with young children.

The Consortium used a process that combines fundamental principles of self-directed learning, storytelling, media communications, and quality management. A two-day conference at the beginning of the project featured shared stories of successful teaching strategies for adult learning. The result was a clear consensus that the project would emphasize high quality training materials, respect for learners, and celebration of young children. The use of portfolios in adult learning was endorsed.

SUCCESSES

The creative spirit of the Beacon participants showed in their products. UNM-Los Alamos produced a black and white photo essay showing graduates of its Nanny Program at work with families, with a narrative telling the story of four students and their personal growth. Santa Fe Community College documented its process of encouraging adult learners to develop high literacy skills. Northland Pioneer College produced a video about a Native American man in the Navajo Nation, tracing his evolution from a Head Start bus driver, to Head Start teacher, to teacher trainer. Luna Vocational Technical Institute produced videotapes showing the link between literacy and hands-on art activity, and how the expressive and creative arts can be used successfully as teaching tools. UNM-Gallup documented a curriculum for Native American preschool teachers that emphasizes an explicit process for addressing basic skills in math and English. And at San Juan College, materials were developed that reflect experience with approaches

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to collaborative learning in multicultural classrooms. As colleges with new early children programs, Northern New Mexico Community College and UNM-Valencia served as testers for the materials the others produced.

The project resulted in print and video products that came to be called a "tool kit" for early childhood educators. Participants cited both the collaborative process and products that resulted as key to the Beacon project's success. They saw a growing interest at the state level in the benefits of the collaborative network of early childhood professionals.

ASSOCIATE COLLEGES

Luna Vocational Technical Institute, Las Vegas, NM; Samuel F. Vigil, President; John McLeod, Project Coordinator

Northland Pioneer College, Holbrook, AZ; John H. Andereson, President; Claude Endfield, Project Coordinator

Northern New Mexico Community College, Espanola, NM; Connie A. Valdez, President; Tim Crone, Project Coordinator

Santa Fe Community College, Santa Fe, NM; Leonardo de la Garza, President; Tish Wilson, Project Coordinator

University of New Mexico-Gallup, Gallup, NM; Marta Dempsey, Project Coordinator

University of New Mexico-Los Alamos, Los Alamos, NM; Vann Atwater, Project Coordinator

University of New Mexico-Valencia, Las Lunas, NM; Linda Lawrence, Project Coordinator

OTHER PARTNERS

Artworks, Durango, CO

Coalition for Children, Youth, and Families, Albuquerque, NM

Jenson & Ott Communication Arts, Albuquerque, NM

New Mexico State Office of Child Development, Santa Fe, NM

New Mexico State University, Las Cruces, NM

Western New Mexico University, Silver City, NM

RESOURCES PRODUCED

Atwater, V. (1993). *Three American Nannies.* Los Alamos, NM: University of New Mexico-Los Alamos.

Beers, C. D. (1993). "Telling Our Stories: The CDA Process in Native American Head Start." *In: Growing Teachers: Partnerships in Staff Development*, edited by E. Jones. Washington, DC: National Association for the Education of Young Children.

Beers, C. D. and Ott, R. (1992, Fall). *Good Beginnings. Community Collaboration in Child Development Programs.* Santa Fe, New Mexico: New Mexico Children, Youth and Families Department, Office of Child Development.

Beers, C. D., Ott, R., and Dunn, P. (1993). *Sharing Stories: Active Learning for Adults and Children. An Introduction to the Tool Kit.* Farmington, New Mexico: San Juan College, Child Development Training Consortium.

Child Development Training Consortium. (1993). *Childhood Isses as Seen by Scholars and Grassroots Practitioners: Choice and Commitment; Well Told Stories; and Good Beginnings.* Farmington, New Mexico: San Juan College. (video anthology).

Enfield, C. (1993). *CDA Stories.* Northland Pioneer College.

McLeod, J. (1993). *Imagine That: A Trilogy of Early Childhood Films.* Las Vegas, New Mexico: Luna Vocational Technical Institute. (video).

Workman, S. (1992). *Integrating Culture into an Early Childhood Classroom.* Farmington, NM: San Juan College.

Workman, S. (1993). *Building Learning Communities Among Adults and Children.* Farmington, NM: San Juan College.

Workman, S. and McDonald, M. (1993). *Creating Cultural Communion in the Early Childhood Classroom.* Farmington, New Mexico: San Juan College. (video).

SPINOFFS

Among projects that followed Beacon is one for training Native American early childhood teachers in the Southwest. In addition, a statewide early childhood educator training project was established in 1995 that builds on the collaborative structure established during the Beacon project. The "tool kit" developed during the Beacon project was the subject of a 1994–95 statewide Effective University Instruction Research project at Eastern New Mexico University. The results showed overwhelmingly positive student reaction to the portfolio-based educational materials during the Beacon project.

Three colleges involved in San Juan's Beacon project became involved in Wheelock College *Partners in Change*, a major New Mexico state professional development initiative geared to those who work with children birth through age eight.

> The conceptual framework of quality management, as described by Deming and others, shares some of the basic principles of early childhood education. . . . respect for individuals . . . tapping intrinsic motivation . . . considering the quality of products and services from the point of view of the user.
>
> —Beacon participant

COLLEGE SUCCESS NETWORK: BUILDING COMMUNITY THROUGH EXTENDED ORIENTATION

INITIATIVES

COMMUNITY: *Freshmen in Florida community colleges, and the faculty and staff who advise them*

GOAL: *To improve student performance and retention through special orientation*

Santa Fe Community College built from the strength of its semester-long, credit orientation course called the College Success Seminar to create a Beacon College Success Network. The orientation course, with faculty and administration support, was launched in 1990 by 26 faculty and adjunct instructors who had received common training. Approximately 900 students were enrolled in 31 sections. Findings by Santa Fe's Office of Institutional Research indicated that the College Success students, compared to students who did not take the course, earned higher grade point averages, completed more credit hours and enrolled in greater numbers in the following semester. Seventy percent of the College Success students also said they thought the course helped them feel more connected to the college.

The Beacon consortium aimed to replicate the positive results seen at Santa Fe. Participants dedicated themselves to establishing communication and support among network colleges. In general, it aimed to strengthen community-building activities on the campuses through increased student participation and connection with faculty.

SUCCESSES

The original six Associate Colleges in the network were joined quickly by Edison Community College, Miami-Dade Community College, and Valencia Community College. Other Florida colleges followed, and by the end of the Beacon project in August 1994, 21 community colleges were part of the Beacon College Success Network.

The Beacon grant supported two annual workshops for the network colleges in November 1992 and February 1994. The first provided basic training in teaching the seminar and developed statewide research objectives and methods. Each network college was also assigned an experienced Santa Fe instructor as a mentor. The second workshop included 110 participants from 20 colleges and focused on refining the seminar, extending network membership, identifying exemplary programs in the state, and planning for the future of the network beyond the Beacon grant.

Network colleges implemented the seminar in creative ways. Broward offered a three-credit course that was expanded to include critical thinking skills; Central

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Florida's course work centered on critical reading and thinking skills, career exploration, and tutorials for other courses. At Daytona Community College, a Title III grant helped expand the Dynamics of Student Success course from three to 22 sections, reaching 450 students in a single semester. A counselor at Edison Community College used a special unit on students with disabilities. Lake-Sumter, Palm Beach, and Polk Community Colleges reported plans for mandatory courses or courses with increased credits. In fall 1994 Santa Fe offered the seminar to high school students in a laboratory school at the University of Florida.

SPINOFFS

The project continues. In April 1995 Broward Community College and Miami-Dade Community College jointly hosted a two-day workshop for colleges in commuting distance of Ft. Lauderdale. Eight universities in Florida have established or explored the possibility of providing College Success seminars or courses for entering students.

ASSOCIATE COLLEGES

Broward Community College, Pembroke Pines, FL: Willis Holcombe, President; Debbie Sloan, Project Coordinator

Central Florida Community College, Ocala, FL: William J. Campion, President; Pete Barbatis, Project Coordinator

Edison Community College, Ft. Myers, FL: Kenneth Walker, President; Don Leonard, Project Coordinator

Lake City Community College, Lake City, FL: Kay Heimer, President; Erie Wilson, Project Director

Oklaloosa-Walton Community College, Niceville, FL: James R. Richburg, President; Ann James, Project Coordinator

Polk Community College, Winter Haven, FL: Maryly VanLeer Peek, President; Georgia Newman, Project Coordinator

St. Johns River Community College, Palatka, FL: Robert L. McLendon, Jr., President; Shann Purinton, Project Coordinator

OTHER PARTNERS

College Survival, Inc., Rapid City, SD

Freshman Year Experience, University of South Carolina, Columbia, SC

RESOURCES PRODUCED

The Web, "Spinning Strategies for Student Success" (newsletter of the Beacon College Success Network)

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DEVELOPMENT OF A COMPREHENSIVE IN PROGRESS AND AT-EXIT ASSESSMENT PROGRAM

INITIATIVES

Sinclair and its five Associate Colleges tackled the topic of educational quality in its Beacon project, including research and development, field testing, publishing, and dissemination of in-progress and at-exit assessment methodologies of student achievement in community and technical colleges. Results were described in a guidebook of case studies written by faculty participants, and a National Conference on Assessment in the Two-Year College was hosted by Sinclair Community College in 1993.

COMMUNITY: *Community college faculty from five departments*

GOAL: *To provide professional guidance and assistance to community colleges implementing outcome assessments*

SUCCESSES

Assessment methodologies were developed in a wide array of courses: algebra, applied arts, beginning math, business management, career exploration, chemistry, dental public health, developmental reading, early childhood education, electronics, English composition, English-as-a-Second Language, general and technical education, information systems, mechanical engineering technology, mechanics, music, nursing, and office administration. They were also developed for a transfer opportunities program and for post-graduate assessment by an employer (for field experience programs).

Several specific assessment methodologies were tested: affective display, basic skills assessment, capstone courses, checkpoint courses, classroom assessment, cognitive assessment, computer adaptive testing, continuous quality improvement, DACUM (designing a curriculum), exit examinations, final projects, performance observations, portfolio assessment, pre-tests, post-tests, review components/review modules, and sequence-embedded assessments.

The first National Conference on Assessment in the Two-Year College took place in May 1993 at Sinclair Community College. It disseminated information about various assessment methods in various disciplines and divisions. Sponsored by the college's Assessment Steering Committee, the conference was also guided by the

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Beacon Project Advisory Board, which included faculty and administrators.

SPINOFFS

The assessment project led to subsequent national conferences, which developed into The Quality Institute, sponsored by the Assessment Steering Committee and the Quality Council at Sinclair Community College.

ASSOCIATE COLLEGES

Community College of Philadelphia, Philadelphia, PA; Frederick W. Capshaw, President; James Oswald, Project Coordinator

Lakeland Community College, Mentor, Kirtland, OH; Ralph R. Doty, President; Judith Doerr, Project Coordinator

Montgomery College, Rockville, MD; Robert Parilla, President; Betty Wells, Project Coordinator

North Central Technical College, Mansfield, OH; Byron Kee, President; Peter Grant, Project Coordinator

William Rainey Harper College, Palatine, IL; Paul N. Thompson, President; Tom Choice, Project Coordinator

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INDEX OF COLLEGES

A
Aiken Technical College 63
Alvin Community College 43
American River College 24
Ashland Community College 49
Atlantic Community College 61
Austin Community College 57

B
Baltimore City Community College 10, 12, 26, 27
Belleville Area College 34
Bergen Community College 69
Bessemer State Technical College 29
Bevill State Community College 29
Blue Mountain Community College 31
Brazosport College 43
Brookdale Community College 69
Broward Community College 59, 76
Bunker Hill Community College 55
Burlington County College 61

C
Calhoun State Community College 15, 53
Cape Cod Community College 55
Catonsville Community College 26, 27, 69
Central Carolina Technical College 63
Central Community College 57
Central Florida Community College 75,76
Cerritos College 67
Chemeketa Community College 17, 18
Chesterfield-Marlboro Technical College 63
City Colleges of Chicago 53
Clackamas Community College 31
Coastline Community College 47
College of DuPage 33
College of Lake County 51
College of the Desert 67
College of the Mainland 43
Collin County Community College 16, 35, 53
Columbia Basin College 41
Columbia State Community College 29
Community College of Aurora 32, 37, 53
Community College of Denver 38
Community College of Philadelphia 53, 78
Community College of Southern Nevada 41
Cosumnes River College 25
County College of Morris 61
Cuesta College 67
Cumberland County College 61
Cuyahoga Community College 53
Cuyamaca College 41

D
Daytona Community College 76
Delgado Community College 53
Delta College 45
Denmark Technical College 63
Dundalk Community College 26, 27
Dutchess Community College 69

E
Eastern New Mexico University 74
Edison Community College 75, 76
El Paso Community College 36
El Paso Community College District 53
Elizabethtown Community College 49
Essex Community College 26, 27

F
Florence-Darlington Technical College 62, 63
Fox Valley Technical College 47
Front Range Community College 17, 40, 57

G
Galveston College 43
Garden City Community College 34
Golden West College 47
Grand Rapids Community College 51
Greenville Technical College 62, 63

H
Hagerstown Junior College 18, 38, 39, 53
Harford Community College 26, 27, 69
Harold Washington College 34
Hazard Community College 49
Heart of the Ozarks Community Technical College 71
Henderson Community College 49
Hennepin Technical College 57
Honolulu Community College 18, 38, 47
Hopkinsville Community College 49
Horry-Georgetown Technical College 62, 63
Houston Community Colleges 36, 42, 43
Humber College of Applied Arts and Technology 38

I
Illinois Community College Board 41

J
Jackson Community College 34, 45, 51
Jefferson College 34, 71
Jefferson Community College 49
Johnson County Community College 38, 53

K
Kalamazoo Valley Community College 10, 16, 44, 45, 47, 51, 67

Kapi'olani Community College 45, 46, 67
Kellogg Community College 45
Kentucky Community College System 13, 48
Kingsborough Community College 69
Kirkwood Community College 34, 57

L
Lake City Community College 76
Lake Michigan College 15, 50
Lake Tahoe Community College District 25
Lake-Sumter Community College 76
Lakeland Community College 78
Lane Community College 31, 36, 59
Lee College 43
Leeward Community College 47
Lexington Community College 49
Longview Community College 71
Los Angeles Community College District 53
Luna Vocational Technical Institute 72, 73

M
Macomb Community College 34, 44, 45
Madison Area Technical College 57, 64, 65
Madisonville Community College 49
Maricopa Community College District 16, 39, 52
Massachusetts Bay Community College 54
Maui Community College 47
Maysville Community College 49
Metropolitan Community College 12, 13, 56
Miami-Dade Community College 11, 15, 58, 75, 76
Middlesex Community-Technical College 69
Middlesex County College 12, 60
Midlands Technical College 62
Mineral Area College 71
Mississippi Gulf Coast Community College 59
Missouri Association of Community and Junior College 71
Modesto Junior College 25
Monroe Community College 59
Montgomery College 26, 27, 58, 59, 64, 65, 78
Moraine Valley Community College 34, 41
Mott Community College 45
Mount Wachusett Community College 55
Mt. Hood Community College 31
Mt. San Antonio College 67
Muscle Shoals Community College 29

N
Napa Valley College 25
Nassau Community College 69
Neumann College 36
New Mexico State University 73
North Arkansas Community College 65
North Central Missouri College 71
North Central Technical College 78
North Harris Montgomery Community College District 43
North Idaho College 64, 65
North Lake College 65
North Texas Community Junior College Consortium 36
Northeast Alabama State Junior College 29
Northeast Mississippi Community College 29
Northern Essex Community College 55
Northern Marianas College 47
Northern New Mexico Community College 73
Northland Pioneer College 72, 73
Northwest Shoals Community College 29

O
Oakland Community College 45
Oakton Community College 34, 64, 70
Oklahoma City Community College 53
Oklaloosa-Walton Community College 76
Orangeburg-Calhoun Technical College 63
Owensboro Community College 49, 65
Oxnard College 67
Ozarks Technical Community College 71

P
Paducah Community College 49
Palm Beach Community College 76
Palomar College 67
Paradise Valley Community College 59
Penn Valley Community College 71
Peralta Community College District 53
Phoenix College 59
Piedmont Technical College 63
Piedmont Virginia Community College 18, 37, 38
Polk Community College 76
Portland Community College 41
Prestonsburg Community College 49
Prince George's Community College 26, 27

Q
Quinsigamond Community College 55

R
Rancho Santiago College 67
Raritan Valley Community College 61
Rio Hondo College 8, 12, 45, 47, 66, 67
Rockland Community College 8, 68, 69
Rogers State College 36
Rogue Community College 31

S
Sacramento City College 25
San Diego Community College District 53
San Francisco Community College District 53
San Jacinto College District 43
San Jose/Evergreen Community College District 53
San Juan College 72, 74
Santa Barbara City College 67
Santa Fe Community College, FL 12, 75
Santa Fe Community College, NM 72, 73
Sierra College 25
Sinclair Community College 12, 34, 77
Skyline College 36
Solano Community College 25
Somerset Community College 49
South Carolina State Board for Technical and Comprehensive Education 63
South Carolina Technical College System 62
South Suburban College 51
Southeast Community College 49
Southern Michigan Community Colleges 44
Southern Union State Community College 29
Spartanburg Technical College 63
Springfield Technical Community College 55
St. Charles County Community College 71
St. Clair Community College 45
St. Johns River Community College 76
St. Louis Community College at Forest Park 71
St. Louis Community College at Meramec 15, 70
St. Louis Community College District 53
State Fair Community College 71

T
Tarrant County Junior College 36
Technical College of the Lowcountry 63
Texas State Technical College at Waco 41
The Metropolitan Community Colleges 57
Tri-County Technical College 62
Trident Technical College 63
Truman College 65

U
University of Florida 76
University of Hawaii Community College System 53
University of New Mexico-Gallup 72, 73
University of New Mexico-Los Alamos 72, 73
University of New Mexico-Valencia 73

V
Valencia Community College 53, 75
Ventura College 67

W
Walker State Technical College 29
Wallace Community College 29
Washtenaw Community College 51
Westchester Community College 69
Western Community College Area 57
Western Iowa Technical Community College 57
Western New Mexico University 73
Wharton County Junior College 43
William Rainey Harper College 64, 65, 78
Williamsburg Technical College 63
Windward Community College 47

Y
York Technical College 62, 63
Yuba College 25

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